



History and Social Science  
Standards of Learning  
Enhanced Scope  
and Sequence

# Grade Two

Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
2004

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by the

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## Introduction

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The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is a resource intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in March 2001. The History and Social Science Enhanced Scope and Sequence is organized by topics from the original Scope and Sequence document and includes the content of the Standards of Learning and the essential knowledge and skills from the Curriculum Framework. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans that are aligned with the essential knowledge and skills in the Curriculum Framework.

School divisions and teachers can use the Enhanced Scope and Sequence as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that has been aligned with the Standards of Learning. Teachers who use the Enhanced Scope and Sequence should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

The Enhanced Scope and Sequence contains the following:

- Units organized by topics from the original History and Social Science Scope and Sequence

- Essential understandings, knowledge, and skills from the History and Social Science Standards of Learning Curriculum Framework

- Related Standards of Learning

- Sample lesson plans containing

- Instructional activities

- Sample assessment items

- Additional activities, where noted

- Sample resources

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Organizing Topic

# Contributions of Ancient China and Egypt

Standard(s) of Learning \_\_\_\_\_

2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Essential Understandings, Knowledge, and Skills \_\_\_\_\_

	Correlation to Instructional Materials
<b>Skills</b> <i>(to be incorporated into instruction throughout the academic year)</i>	
Locate and use information from print and non-print sources.	_____
Gather, classify, and interpret information.	_____
Use resource materials.	_____
Collect, organize, and record information.	_____
<b>Content</b>	
Explain that ancient people made contributions that affect the present world.	_____
Know the following terms:	
• Ancient: Long, long ago	_____
• Architecture: The design of buildings	_____
• Contribution: The act of giving or doing something	_____

Identify the contributions of ancient China and Egypt identified in the following chart.

	China	Egypt	
<i>Written Language</i>	Characters, symbols	Hieroglyphics	_____
<i>Inventions</i>	Kite Silk cloth Compass Bronze Fireworks	Paper made from papyrus 365-day calendar Clock	_____
<i>Architecture</i>	Great Wall	Pyramids	_____
Explain that many inventions of ancient China and Egypt are still used today.			_____

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Ancient China Web Sites* <<http://www.fcps.k12.va.us/KingsParkES/technology/china/index.htm>>. This Web site features research sites, lessons, games, and activities on ancient China.

*Ancient Egypt*. Amy Carskadon and Heather Yoxall.

<<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>. This Web site has information on ancient Egypt: the land, the language, the Gods, the Pharaohs, the writing, and the Pyramids.

*Ancient Egypt Webquest*. <<http://www.fcps.k12.va.us/KingsParkES/technology/webquests/Egypt/index.htm>>. This Web site helps students create brochures about ancient Egypt.

*Chinese Remedies and Inventions*. <<http://www.crystalinks.com/chinainventions.html>>. This Web site has an extensive list of Chinese inventions and innovations in a variety of fields.

“Graphic Organizers.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

*The Great Wall*. <<http://pasture.ecn.purdue.edu/%7Eagenhtml/agenmc/china/scengw.html#sfc01>>. This Web site has a variety of pictures of the Great Wall of China.

*The Great Wall: A Virtual Tour*. <<http://www.chinavista.com/travel/greatwall/greatwall.html>>. This Web site features a virtual tour of the Great Wall of China.

*Make a Pyramid*. Enchanted Learning Software. <<http://www.enchantedlearning.com/crafts/Pyramid.shtml>>. This Web site gives easy instructions for making a simple pyramid, using paper, scissors, a ruler, and crayons.

*Passport to the Silk Road Connecting Cultures, Creating Trust*. Smithsonian Folklife Festival.

<<http://www.silkroadproject.org/smithsonian/passport.pdf>>. This Web site contains a PDF document that introduces basic concepts about silk and the silk road, as well as providing information on musical instruments associated with the silk road. For further teacher resources on this subject, see <<http://teachers.silkroadproject.org/>>.

“Silk.” *History for Kids*. <<http://www.historyforkids.org/learn/clothing/silk.htm>>. Written for young students, this Web site contains a detailed history of silk.

Session 1: Introduction to Ancient Peoples \_\_\_\_\_

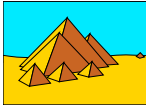

Materials

- Books about people making contributions

Instructional Activities

1. Introduce the term *ancient* to the class. Have students list things that are new and things that are old. Talk about how old the students are and how old their parents and grandparents are. Discuss the fact that the word *ancient* means very, very old. Discuss how old the United States is. Tell them that they are going to study about people and countries that are much older than that.
2. Make a chart divided into two columns labeled Ancient and Modern. Ask the students to come up with several ideas and pictures to fill up the chart. Save the chart so that students can add information to it later.
3. Discuss the word *contribution*. Talk about what an important contribution would be. Tell them that the ancient countries in these lessons represent many contributions to our everyday lives.
4. Read books about people making contributions. After reading, have students list helpful contributions they could make to the class, to their families, to their community or neighborhood, and/or to world.

Comparing Time

Ancient	Modern
	

**Session 2: Introduction to Ancient China** 

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***Materials***

- World map
- Copy of a map of ancient China (1 per student)
- Crayons and colored pencils

***Instructional Activities***

1. Have the class locate the continent of Asia on a world map, then locate the country of China. Talk about the fact that China is an ancient civilization, and explain what it means to be an ancient civilization.
2. Show the class the map of ancient China. Locate rivers, landmarks, and points of interest, and list these on a chart.
3. Have students label the rivers, landmarks, and points of interest on their copies of the map of ancient China. Have them color their maps.
4. Use a variety of resources to familiarize students with ancient China. The following Web site may be helpful:
  - <<http://www.fcps.k12.va.us/KingsParkES/technology/china/index.htm>>
5. Introduce the “Contributions of Ancient China” chart for students to complete as each contribution is discussed and studied.

Contributions of Ancient China	
Written Language	
Inventions	
Architecture	



### Session 3: Architecture of Ancient China

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#### *Materials*

- Resource materials/books about China and the Great Wall of China
- Brown paper grocery bags, art supplies
- Pictures of architecturally famous buildings

#### *Instructional Activities*

1. Explain to students that China has famous monuments. Show several pictures of architecturally famous buildings, and explain what the word *architecture* means.
2. Using the map of ancient China, help students locate the Great Wall of China. Show various pictures of the Great Wall.
3. Read various books to students about the Great Wall of China, and discuss the construction and the history of the Great Wall.
4. Using various resources, have each student identify one fact about China that interests him/her. Using the brown paper grocery bags, have each student cut out a large square, write the fact on the square, and illustrate it. Have students share their facts about China. Assemble the squares in a wall shape. The following Web sites may be helpful:
  - <<http://www.chinavista.com/travel/greatwall/greatwall.html>>
  - <<http://pasture.ecn.purdue.edu/%7Eagenhtml/agenmc/china/scengw.html#sfc01>>
  - <<http://www.fcps.k12.va.us/KingsParkES/technology/china/index.htm>>

## Session 4: Language of Ancient China

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### *Materials*

- Books about Chinese alphabet characters
- Various examples of Chinese writings, charts/handouts with Chinese writing samples
- Frozen confection ice sticks
- Black markers

### *Instructional Activities*

1. Have students look at the English alphabet, and discuss how we use it to read print.
2. Use various resource materials to illustrate Chinese alphabet characters and writing samples.
3. Have the class compare and contrast the English alphabet to the Chinese alphabet.
4. Have the class practice writing Chinese alphabet characters. If possible, teach students how to count to five in Chinese.
5. Read selected books that show examples of Chinese alphabet characters.
6. Have students make a Chinese scroll using the frozen confection ice sticks as the ends and paper in the middle. Have students use black markers to write the alphabet characters they have practiced. The following Web site may be helpful:
  - <<http://www.fcps.k12.va.us/KingsParkES/technology/china/index.htm>>

## Session 5: Inventions of Ancient China


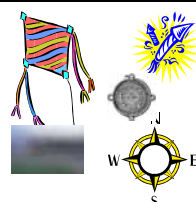

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### *Materials*

- Resource materials that feature Chinese inventions
- Art supplies and materials to make kites
- Various examples of inventions, including silk, kite, compass, picture of fireworks, a piece of bronze

### *Instructional Activities*

1. Review the word *contribution*. Explain that the ancient Chinese made many valuable contributions to the lives of people today.
2. Use resource materials to show various examples of the contributions.
3. Show the class a piece of silk, and discuss the process that went into making it (Show the lifecycle of a silk worm.). Emphasize that we still use silk today, and ask for or give examples.
4. Ask the class if they would enjoy the Fourth of July without fireworks. Use resources to show the early use of fireworks.
5. Review the many uses of a compass. Use resources to show the early uses of the compass. Using Internet sites and scientific materials, find ways to make a compass. Have students design their own compass.
6. Bring various kites to class. Read books about the early uses of kites. Have students make their own kites.
7. Explain that another contribution of the ancient Chinese was bronze. Show a piece of bronze, and discuss the importance and modern uses of bronze.
8. Using resource materials, research other important discoveries of the Chinese people. The following Web sites may be helpful:
  - *Chinese Remedies and Inventions*. <<http://www.crystalinks.com/chinainventions.html>>
  - *Passport to the Silk Road: Connecting Cultures, Creating Trust*. <<http://www.silkroadproject.org/smithsonian/passport.pdf>>
  - *Silk* [a history of silk for young students]. <<http://www.historyforkids.org/learn/clothing/silk.htm>>
9. Have the students complete the information they have learned and a student-drawn picture in these sessions on the “Contributions of Ancient China” chart. (See sample chart on following page.)

Contributions of Ancient China		
Written Language	<ul style="list-style-type: none"> <li>• characters</li> <li>• symbols</li> </ul>	
Inventions	<ul style="list-style-type: none"> <li>• kite</li> <li>• silk cloth</li> <li>• compass</li> <li>• bronze</li> <li>• fireworks</li> </ul>	
Architecture	<ul style="list-style-type: none"> <li>• Great Wall</li> </ul>	

**Session 6: Introduction to Egypt**

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***Materials***

- Map of ancient Egypt
- World map
- Copy of the map of Egypt (1 per student)
- Crayons and colored pencils
- Resource materials about ancient Egypt

***Instructional Activities***

1. Locate the continent of Africa on the world map. Have the class locate the country of Egypt on the continent of Africa. Point out to students that the Egypt on this map is modern Egypt, not ancient Egypt.
2. Show students the map of ancient Egypt. Discuss the differences between modern and ancient Egypt. Make a chart, and compare as a class and contrast the differences between the two. Locate rivers, landmarks, and points of interest on both maps.
3. Have students label the rivers, landmarks, and points of interest on their maps of ancient Egypt. Have students color their maps.
4. Access resource materials about ancient Egypt.
  - <<http://www.fcps.k12.va.us/KingsParkES/technology/webquests/Egypt/index.htm>>
  - <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>
5. Introduce the “Contributions of Ancient Egypt” chart for students to complete as each contribution is discussed and studied.

Contributions of Ancient Egypt	
Written Language	
Inventions	
Architecture	

## Session 7: Architecture of Ancient Egypt

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### *Materials*

- Resource materials about Egypt and the Pyramids
- Art materials and paper
- Pictures of the Pyramids and architecturally famous buildings
- Teacher-selected books about the Pyramids

### *Instructional Activities*

1. Review the word *architecture* by showing pictures of various architecturally famous buildings. Explain that people design and build these buildings. Have students share information about famous buildings they have seen.
2. Read teacher-selected books on the Pyramids, and use resource materials to explain their importance. Stress the vocabulary, using the words *ancient* and *architecture*.
3. Use teacher-created patterns, or pre-made patterns to have the students make their own pyramids. The following Web sites may be helpful:
  - <<http://www.enchantedlearning.com/crafts/Pyramid.shtml>>
  - <<http://www.enchantedlearning.com/crafts/Pyramidtemplate.shtml>>
4. Use additional resources or Web sites for learning about the architecture of Ancient Egypt. The following Web sites may be helpful:
  - <<http://www.fcps.k12.va.us/KingsParkES/technology/webquests/Egypt/index.htm>>
  - <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>

## Session 8: Language of Ancient Egypt

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### *Materials*

- Resource material about Egypt
- Charts of hieroglyphics
- Student copies of hieroglyphics charts (1 per student)
- Art supplies to create students' names in hieroglyphics

### *Instructional Activities*

1. Talk to students about the concept of *language*, and relate it to communication.
2. Tell the students that the ancient Egyptians invented a kind of paper. Use resource materials to explain how that paper was made.
3. Explain that the ancient Egyptians had their own writing, and it was called hieroglyphics. Display a chart of hieroglyphics, and show students various pictures that depict hieroglyphics.
4. Give students copies of the hieroglyphics chart, and help them create their names using hieroglyphics.
5. Have the class make cartouches out of clay. Using a small amount of clay, have each student roll out a small ball and flatten it into a disk. Have them draw hieroglyphics in the disk. Allow time to dry. The following Web sites may be helpful:
  - <<http://www.fcps.k12.va.us/KingsParkES/technology/webquests/Egypt/index.htm>>
  - <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>




## Session 9: Contributions of Ancient Egypt

### Materials

- Books and/or other resource materials about the history of the clock and the 365-day calendar
- Calendar and clock

### Instructional Activities

1. Lead a class discussion about the importance of the calendar and clock. Ask them what would happen if we did not have them.
2. Read books to students about the history of the clock and 365-day calendar. Use graphic organizers to help students organize the information. See the following Web site for examples of graphic organizers:
  - <<http://www.eduplace.com/graphicorganizer/>>
3. Research the history of the 365-day calendar and clock using Web sites, research material, and books. Have the class use various organizers and report on their findings. The following Web sites may be helpful:
  - <<http://www.fcps.k12.va.us/KingsParkES/technology/webquests/Egypt/index.htm>>
  - <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>
4. Have the students complete the information they have learned in the sessions on the “Contributions of Ancient China” chart.

Contributions of Ancient Egypt	
Written Language	<ul style="list-style-type: none"> <li>• hieroglyphics</li> </ul> 
Inventions	<ul style="list-style-type: none"> <li>• 365-day calendar and clock</li> <li>• paper made from papyrus</li> </ul> 
Architecture	<ul style="list-style-type: none"> <li>• pyramids</li> </ul> 



## Session 10: Review of Ancient China and Egypt

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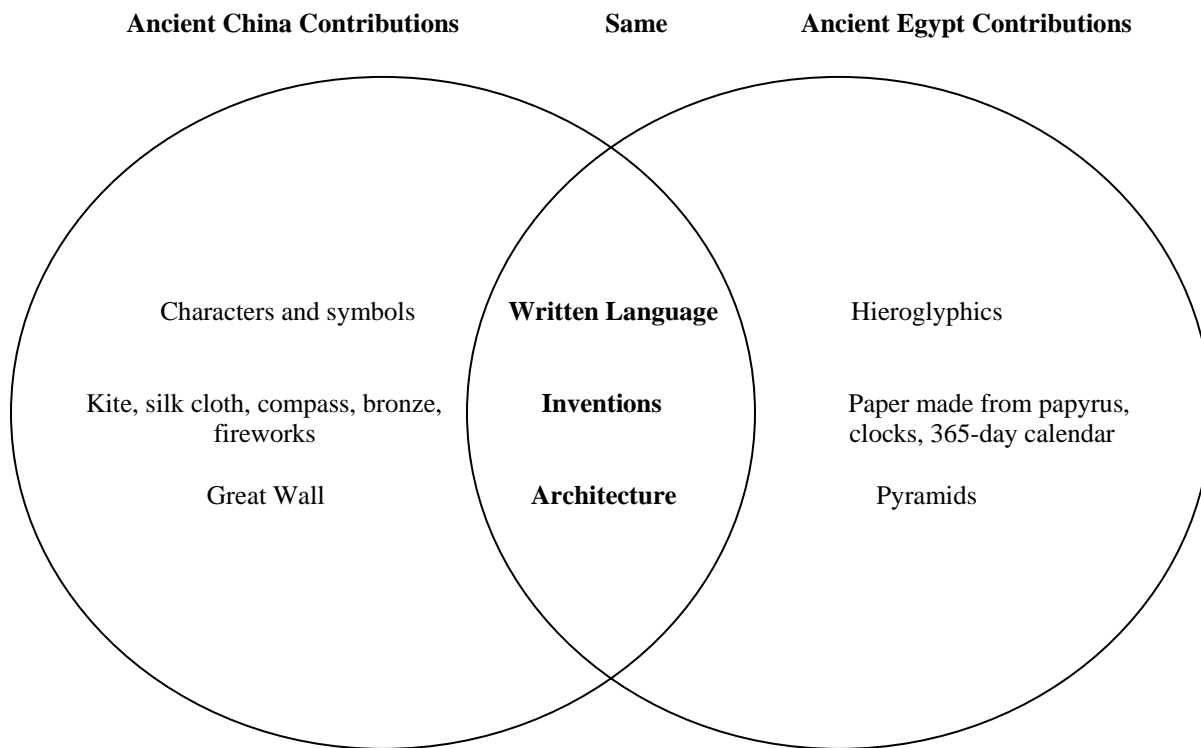
### *Materials*

- Text books, trade books, and various other materials that correlate to China and Egypt
- Chart paper
- Writing supplies

### *Instructional Activities*

1. Have students brainstorm to develop a list of information about China and Egypt. The following Web sites may be helpful:
  - <<http://www.fcps.k12.va.us/KingsParkES/technology/china/index.htm>>
  - <<http://www.fcps.k12.va.us/KingsParkES/technology/webquests/Egypt/index.htm>>
  - <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>
2. Review the key vocabulary in this unit.
3. Have the class create a chart of the similarities between ancient Egypt and China.
4. Have the class create a chart of the differences between ancient Egypt and China. Make sure they include monuments and contributions.
5. Prepare a Venn diagram to depict both the similarities and differences between Egypt and China. (For a sample Venn diagram, see the following page.)
6. Tell students to pretend they lived in Ancient Egypt or China. Have them choose one aspect or incident of their pretend life and write a story about it.
7. Have students share their stories.

## Venn Diagram of Ancient China and Egypt



## Additional Activities

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- Use Venn diagrams to compare and contrast ancient China and Egypt.
- Make a timeline of major events for ancient China, ancient Egypt, and modern China and Egypt.
- Read various Chinese and Egyptian folk tales and legends to students.
- Have students make flip books to store important facts about ancient China and Egypt.
- Use the Internet to find information and pictures that illustrate the similarities and differences between ancient and modern-day China and Egypt.
- Research what an archeologist does; look for important finds in ancient Egypt or China.
- Have the class plan a Chinese New Year's celebration.
- Use videos to show examples of Chinese and Egyptian culture and monuments.
- Read fictional books to students about China and Egypt.
- Help students make paper by pressing scraps of paper with water and drying them.

## Attachment A: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

<p><b>1. Which group of ancient peoples built the Pyramids?</b>  A Chinese  B Egyptians*  C Greeks  D Romans</p> <p><b>2. Which group of ancient peoples built the Great Wall?</b>  A Egyptians  B Romans  C Greeks  D Chinese*</p> <p><b>3. Which group of ancient peoples developed hieroglyphics?</b>  A Chinese  B Greeks  C Egyptians*  D Romans</p> <p><b>4. Which group of ancient peoples living in Asia invented the first characters and symbols?</b>  A Americans  B Romans  C Chinese*  D Greeks</p> <p><b>5. Which group of ancient peoples invented a 365-day calendar?</b>  A Egyptians*  B Chinese  C Romans  D Greeks</p> <p><b>6. Which group of ancient peoples invented the kite?</b>  A Romans  B Greeks  C Chinese*  D Romans</p>	<p><b>7. Which term describes long, long ago?</b>  A Present  B Ancient*  C Future  D Today</p> <p><b>8. Which group of ancient peoples invented paper from papyrus?</b>  A Chinese  B Greeks  C Romans  D Egyptians*</p> <p><b>9. Which group of ancient peoples invented the compass?</b>  A Romans  B Chinese*  C Egyptians  D Greeks</p> <p><b>10. Which group of ancient peoples invented fireworks?</b>  A Greeks  B Chinese*  C Egyptians  D Romans</p> <p><b>11. Which group of ancient peoples invented the clock?</b>  A Chinese  B Romans  C Greeks  D Egyptians*</p> <p><b>12. Which group of ancient peoples invented silk cloth?</b>  A Egyptians  B Greeks  C Chinese*  D Romans</p>
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*Organizing Topic*

# Lives and Contributions of American Indians (First Americans)

## Standard(s) of Learning

- 2.2 The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.

## Essential Understandings, Knowledge, and Skills

*Correlation to  
Instructional Materials*

**Skills** *(to be incorporated into instruction throughout the academic year)*

Compare and contrast differing sets of ideas.

Gather, classify, and interpret information.

Construct and explain simple charts.

Collect, organize, and record information.

### Content

Understand that many American Indian (First American) tribes lived in Virginia and in other regions of America.

Understand that American Indians (First Americans) met their basic needs in different ways.

Recognize that American Indians (First Americans) have made contributions to present-day life.

Know the following term:

Regions: Places that have common (the same) characteristics.

Compare the American Indians (First Americans) using the following chart:

Region	Indians	Homes	Occupations	Transportation
Eastern Woodlands	Powhatan	Wood and bark houses	Fishermen Hunters Farmers	Walked Paddled canoes
Plains	Sioux	Teepees	Hunters Horsemen Warriors	Walked Used horses
Southwest	Pueblo	Multi-story terraced buildings	Farmers	Walked

Identify the following contributions of American Indians (First Americans):

- Arts (jewelry, pottery, weaving)
- Legends and stories
- Respect for nature
- Farming

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“The Ancestral Pueblos (Anasazi).” *Anasazi Heritage Center*. Bureau of Land Management Colorado. <<http://www.co.blm.gov/ahc/anasazi.htm>>. This Web page offers a detailed history of the Pueblos (Anasazi).

*Chesapeake Bay: Our History and Our Future*. The Mariners Museum. <<http://www.mariner.org/chesapeakebay/native/nam005.html>> This Web page has information about the responsibilities (or means of survival) of the Powhatan men.

*Collaborative Thematic Unit. Theme Native Americans*. Barbara Guzior and Mary Huffstetler. <<http://www.libsci.sc.edu/miller/native.htm>>. This Web site offers lessons to introduce children to the culture of a variety of Native American Tribes through literature and related activities.

*Corn and the Powhatan*. <<http://www.relist.net/indian/corn.html>>. This Web page explains the significance of corn and the Powhatan Indians.

*Geographic Regions of Virginia*. Virginia Department of Education. <<http://www.pen.k12.va.us/VDOE/Instruction/History/virginiaregionswithcounties.pdf>>. This Web site goes to a map of Virginia’s Fall Line.

“Graphic Organizers.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Living with the Indians.” Jamestown-Yorktown Foundation. <[http://historyisfun.org/PDFbooks/Living\\_with\\_the\\_Indians.pdf](http://historyisfun.org/PDFbooks/Living_with_the_Indians.pdf)> This Web page provides information about Virginia’s American Indians (First Americans).

*Map of the Plains Indians*. Smithsonian Institution. <<http://americanhistory.si.edu/hohr/buffalo/map.html>>. This Web site is a map with highlights of the Plains Indians states.

Matusевич, Melissa. *Social Studies Curriculum Resources Poster Sets*. <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3. It includes resource pictures and posters of the American Indians (First Americans).

“Moving from Place to Place.” *The Plains Indians*. J. Gianetta. <<http://www.saskschools.ca/~gregory/firstnations/travel.html>>. This Web page features the various methods of transportation used by the Plains Indians.

*Native American Agriculture in Virginia*. <<http://www.virginiaplaces.org/agriculture/natagri.html>>. This Web site gives details of American Indian (First American) agriculture and includes links to other sites.

*Native American Shelters*. <<http://www.anthro.mankato.msus.edu/prehistory/settlements/index.shtml>>. This Web site provides detailed explanations of American Indian (First American) shelters and includes excellent illustrations.

“Native American Technology and Art: Corn Cakes.” *Native Tech*. This Web page has a recipe for corn cakes. <<http://www.nativetech.org/food/CornCakes.html>>.

“Native Americans: Pre-Contact: How Did They Travel?” Chesapeake Bay: Our History and Our Future. The Mariners Museum. <<http://www.mariner.org/chesapeakebay/native/nam004.html>> This Web page has information about means of travel for the Powhatan Indians.

“Native Americans: Pre-Contact: What were the responsibilities of the Powhatan men?”  
*Plains Housing*. <<http://inkido.indiana.edu/w310work/romac/phousing.html>>. This Web site is a simple overview of the Plains housing—the teepee.

*Plains Indians*. <<http://www.mce.k12tn.net/indians/reports4/plains.htm>>. This is a Web site with photographs and information about Plains Indians.

*Plains Indian Culture*. <<http://www.germantown.k12.il.us/html/plains.html>>. This Web site features illustrations and information buffalo, food, clothing, shelter of the Plains Indian culture.

“The Plains Indians.” *Saskatchewan History: The First Peoples*.  
<<http://www.saskschools.ca/~gregory/firstnations/>>. This Web page gives information about the Plains Indians way of life.

*The Plains Indians: The Tipi*. J. Giannetta. <<http://www.saskschools.ca/~gregory/firstnations/tipi.html>>. This Web site gives detailed information about the shelter of the Plains Indians—the tipi.

*The Plains Indians: Who Were They?* <<http://inkido.indiana.edu/w310work/romac/plains.html>>. This Web site is a simple overview of the Plains Indians with links to other sites.

*Powhatan Indians of Virginia*. Mariner’s Museum. <<http://www.mariner.org/baylink/indians.html>>. This Web site addresses the 32 tribes under the chief of the empire, Powhatan and information on John Smith. Copies of original illustrations are featured.

*Pre-contact Housing Types*. <<http://www.kstrom.net/isk/maps/houses/housingmap.html>>. This Web site provides information about the types of housing American Indians (First Americans) had before the encroachment of white people. It also addresses the fact that, “the poorest-quality housing in the United States is that occupied by American Indians and Alaska Natives living in reservations and other tribal areas.”

“Primitive Legacies.” *In River Time: The Way of the James*. <<http://www.vcu.edu/engweb/Rivertime/chp3.htm>>. This Web page describes a historical perspective of the river.

“Pueblo Indians.” *Southwest Culture*. <<http://www.germantown.k12.il.us/html/southwest.html#pueblo>>. This Web page gives a little bit of information about the Pueblo Indians and their name.

“Scenes from the Eastern Woodlands: A Virtual Tour.” *NativeTech: Native American Technology & Art*.  
<<http://www.nativetech.org/scenes/>>. This Web page looks at the lifestyle of the Indians of the Eastern Woodlands.

*Southwest Native Americans*. <<http://inkido.indiana.edu/w310work/romac/swest.htm>> This Web site is a simple overview of the Southwest Native Americans with links to other sites.

“The White De-Bry Map of Virginia (1590).” *Roanoke Revisited: Heritage Education Program*. National Park Service. <<http://www.nps.gov/fora/whitede2.htm>>. This Web page is a copy of the original 1590 map of Virginia waterways.



## Session 1: Shelters of the Powhatan Indians of the Eastern Woodlands\_\_\_\_\_

### *Materials*

- Map of the United States
- Brown construction paper
- Shoe boxes (1 per student; students may bring in shoe boxes for the bases of the wood and bark house art project)
- Twigs and grass
- Scissors, stapler, glue, and tape
- Brown paint
- Teacher-selected book about the Powhatans
- Pictures, books, and instructional materials about the Powhatan tribes

### *Instructional Activities*

1. Show students pictures, books, and instructional materials about the Powhatan tribes who lived in the region that is now called Virginia.
2. Ask students what they already know about the Powhatan Indians, and post the information on a chart to refer to throughout the unit. contains a variety of graphic organizers The following Web site contains a variety of graphic organizers:
  - <<http://www.eduplace.com/graphicorganizer/>>.
3. Select additional information to share with students from the following Jamestown-Yorktown Foundation Web site:
  - <[http://www.historyisfun.org/PDFbooks/Living\\_with\\_the\\_Indians.pdf](http://www.historyisfun.org/PDFbooks/Living_with_the_Indians.pdf)>
4. Locate Virginia on a United States map, and show students the area where the more than 30 Powhatan tribes lived in early Virginia. Locate the Fall Line on the Virginia map, and point out the area east of the Fall Line where most of the Powhatan tribes lived. The following Web site may be helpful:
  - <<http://www.pen.k12.va.us/VDOE/Instruction/History/virginiaregionswithcounties.pdf>>
5. Read a teacher-selected book about the Powhatans. Ask students what information they can add to the chart from the book and other materials.
6. Display a picture of a wood and bark style house in which the Powhatans lived. Have students make a wood and bark house.
  - Materials
    - Brown and green construction paper
    - Twigs and grass
    - Shoeboxes for the bases of the houses (1 per student)
    - Scissors, stapler, glue, and tape as needed
    - Brown paint
  - Directions
    - Paint the bottom of the shoebox brown.
    - Cut a piece of brown construction paper to the size of the shoebox allowing the paper to make an arch over the base.
    - Decorate the brown paper with torn pieces of the green paper as well as the sticks the students have collected.
    - Glue, tape, or staple the brown paper to the base of the shoebox, and add additional sticks around the base of the house.
    - Upon completion of the wood and bark houses, have the students create a Powhatan village.

- Have students write a story about what they think it would be like to live in a wood and bark house as a Powhatan child.
7. As the students learn about the Eastern Woodland Powhatan Indians, point out the many trees located in the region, and explain how the trees were used for their shelter, transportation, food source (fruit trees), medicine, tools, and dishes.

## Session 2: Means of Survival for the Powhatan Indians of the Eastern Woodlands \_\_\_\_\_

### *Materials*

- Map of Virginia
- Corn products
- Teacher-selected book about the Powhatan Indians

### *Instructional Activities*

1. Explain to students that the Powhatans did not view their means of survival as separate from the rest of their lives. Everything they did in their daily living was interconnected and part of nature. Powhatan Indians had many responsibilities or tasks they performed to take care of themselves, their families, and their tribe. Powhatan Indians were mainly fisherman, hunters, and farmers. While modern-day society thinks of fishing, hunting, and farming as occupations, the Powhatan and other tribes thought of them more as means of survival. The following Web address provides a poster about the activities of the Powhatan Indians:

- <http://chumby.dlib.vt.edu/melissa/posters/powhatan.pdf>>

The Mariner's Museum in Newport News provides background information about the responsibilities of the Powhatan men and their role in the tribe. Its Web site may be accessed at the following Web address:

- <<http://www.mariner.org/chesapeakebay/native/nam005.html>>.

2. Read a teacher-selected book about the Powhatan Indians that includes information on farming and agriculture. The following Web site may be helpful:

- <<http://www.virginiaplaces.org/agriculture/natagri.html>>

The Powhatans used some form of corn at almost every meal. If possible, complete an activity where the students either make or sample a corn product. The following Web sites may be helpful:

- <<http://www.nativetech.org/food/CornCakes.html>>
- <<http://www.relist.net/indian/corn.html>>

3. Locate the James River on a map of Virginia, and explain how the James River was important to the Powhatan tribes in providing both food and transportation. The following Web site may be helpful:

- <<http://www.vcu.edu/engweb/Rivertime/chp3.htm>>

4. Brainstorm with students to develop a list of animals and fish the Powhatan hunted and fished as a source of food for their tribes. Additional information is available at the following Web site designed for students:

- <<http://www.nativetech.org/scenes/>>

5. Have students work in small groups to research additional information about the means of survival of the Powhatan Indians. Have groups share their research with the class.

### Session 3: Transportation of the Powhatan Indians of the Eastern Woodlands \_\_\_\_\_

#### *Materials*

- Map of Virginia
- Construction paper

#### *Instructional Activities*

1. Introduce the word *transportation*, and explain that most Powhatan Indians walked or paddled canoes to travel from place to place.
2. Use a map of Virginia to show the waterways of early Virginia. The following Web site may be helpful:
  - <<http://www.nps.gov/fora/whitede2.htm>>
3. Display pictures of Powhatan Indians making a canoe. The following Web site may be helpful:
  - <<http://www.mariner.org/chesapeakebay/native/nam004.html>>
4. Help students make paper canoes from construction paper. Have students decorate the sides of the canoes with their own pictures, and include an information sheet about the Powhatan Indians.
5. Describe the landforms of the Eastern Woodlands, and discuss how the Powhatans traveled on foot.
6. Have students draw a map of the region of Virginia where the Powhatan Indians lived. Have them draw wood and bark houses to represent shelter, corn to represent crops, and canoes to represent transportation.
7. Review information learned about the Powhatan Indians of the Eastern Woodlands using the poster from the following Web site:
  - <<http://chumby.dlib.vt.edu/melissa/posters/powhatan.pdf>>

## Session 4: Shelters of the Sioux Indians of the Plains

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### *Materials*

- Map of the United States
- Art materials, including construction paper and clay
- Scissors, straws, glue, brads
- Pictures, books, and instructional materials about the Sioux Indians of the Plains

### *Instructional Activities*

1. Show students pictures, books, and instructional materials about the Sioux Indians of the Plains. Locate the area of the United States where the Plains Indians lived. The following Web sites may be helpful:
  - <<http://americanhistory.si.edu/hohr/buffalo/map.html>>
  - <<http://www.germantown.k12.il.us/html/plains.html>>
  - <<http://www.mce.k12tn.net/indians/reports4/plains.htm>>
2. Display pictures of a teepee—the shelter of the Sioux Indians. Tell students the teepee was a conical structure constructed of long poles covered with animal hides, usually buffalo or deer. Explain that these shelters were portable and easily dismantled by the women of the tribe when it was necessary to travel to another location. Explain that the Sioux thought of their teepee more as a shelter than as a home in the modern sense. Have students contrast the Sioux teepee with the modern-day concept of home.
3. Have students make a simple tabletop teepee. Illustrations are available at the following Web addresses:
  - <<http://www.stpaulswgl.vic.edu.au/Depts/plains%20indians/Html/plains.htm>>
  - <<http://www.mce.k12tn.net/indians/reports4/plains.htm#homes>>
  - <<http://www.saskschools.ca/~gregory/firstnations/tipi.html>>Have students do the following: Decorate construction paper that has been cut into a large circle. Secure three plastic straws in three small balls of clay. Connect the straws at the top with a brad. Cut the piece of construction paper, laying the paper long ways. Cut a curve at the top of the paper going from corner to corner. Then cut the bottom of the paper to match the top curve. Both curves should be curving the same way — up in this case. This shape should fit around the teepee. Show the children how to fit the teepee cover over the straw form and tape it in place.
4. Use various resources to illustrate to students the importance of the buffalo to the Plains Indians. The buffalo provided food, shelter, and clothing for the Sioux Indians. The following Web site may be helpful:
  - <<http://inkido.indiana.edu/w310work/romac/phousing.html>>

**Session 5: Means of Survival of the Sioux Indians of the Plains\_\_\_\_\_*****Materials***

- Maps of the United States
- Drawing paper
- Various resources on Plains Indians

***Instructional Activities***

1. Explain to students that the Sioux did not view their means of survival (what people today might call *occupations*) as separate from the rest of their lives. Everything they did in their daily living was interconnected and part of nature. Explain to students that Sioux Indians had many responsibilities or tasks they performed to take care of themselves, their families, and their tribe. The Sioux Indians were mainly hunters, horsemen, and warriors.
2. Explain to students that the Plains tribes hunted over a large land area following buffalo herds. The life of the Sioux Indians depended completely on the locations of the buffalo herds. The following Web site may be helpful:
  - <<http://www.mce.k12tn.net/indians/reports4/plains2.htm#food>>
3. Divide students into small groups, and have them research the buffalo. Have each of the groups share their research. Uses of the buffalo are available at the following Web sites:
  - <<http://www.bluecloud.org/11.html>>
  - <<http://www.saskschools.ca/~gregory/firstnations/scans/uses.jpg>>
4. Have students draw a map of the Plains area (Montana, Wyoming, North Dakota, South Dakota, Nebraska, Minnesota, and Iowa) and add symbols to represent the Sioux as hunters, horsemen, and warriors.

**Session 6: Transportation of the Sioux Indians of the Plains**

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***Materials***

- Books and pictures of the Plains Indians on horses

***Instructional Activities***

1. Review the word *transportation*, and explain that most Sioux Indians walked or used horses to travel around from place to place.
2. Explain to students that the arrival of horses changed the lives of the Plains Indians in many ways. Use books and pictures of the Plains Indians on horses to introduce the importance of the horse to the Sioux tribes. The following Web sites may be helpful:
  - <<http://www.saskschools.ca/~gregory/firstnations/travel.html>>
  - <<http://www.saskschools.ca/~gregory/firstnations/>>
3. Have students work in pairs to gather information. Assign half of the pairs to research the Plains Indian culture before the introduction of the horse. Assign the other half to research the Plains Indian culture after the introduction of the horse. On a chart or other graphic organizer, list the following four areas: (1) shelter, (2) transportation, (3) trading/barter, and (4) hunting/gathering food. Each pair of students should gather information in all four areas. Have groups share their research. Graphic organizers can be found at the following Web site:
  - <<http://www.eduplace.com/graphicorganizer/>>
4. Review information learned about the Sioux Indians of the Plains using the poster from the following Web site:
  - <<http://chumby.dlib.vt.edu/melissa/posters/sioux.pdf>>

## Session 7: Shelters of the Pueblo People of the Southwest

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### *Materials*

- Map of the United States
- Brown construction paper, brown paint
- Shoeboxes for the base of Pueblo multi-story terraced buildings (Allow one shoebox per student, or have students bring their own shoeboxes.)
- Empty milk cartons (several per student) or heavy cardboard
- Glue, scissors
- Pictures, books, and instructional materials about the Pueblo people

### *Instructional Activities*

1. Show students pictures, books, and instructional materials about the Pueblo people who lived in the Southwest region of the United States.
2. Create a chart for information about Pueblo people. Ask students what information they can contribute to the chart. A variety of graphic organizers are available at the following Web site:
  - <<http://www.eduplace.com/graphicorganizer/>>
3. Visit the following Web site with students to view pictures of the multi-story terraced buildings of the Pueblo people:
  - <<http://www.germantown.k12.il.us/html/southwest.html#pueblo>>

Tell the students the Pueblo people lived in stone or adobe, dried clay houses that were multi-story terraced buildings. They built their houses from the natural resource of stone because it was so abundant.

4. Have students work in groups to construct models of these multi-story, terraced buildings. They may use materials such as clean, empty milk cartons or heavy cardboard. Students may use sticks for the ladders to the windows. Have students paint their projects.



**Session 8: Means of Survival of the Pueblo People of the Southwest \_\_\_\_\_*****Materials***

- Maps of the United States
- Drawing paper
- Pictures, books, and instructional materials about the Pueblo people of the Southwest

***Instructional Activities***

1. Explain to students that the Pueblo people did not view their work as separate from the rest of their lives. Everything they did in their daily living was interconnected and part of nature. Explain to students that Pueblo people had many responsibilities or tasks they performed to take care of themselves, their families, and their tribe. The Pueblo people were mainly farmers.
2. Explain to students that the Pueblo people were able to adapt to their arid desert climate by using different agricultural methods. These methods included dry farming in the valleys between the mesas, as well as gardening on irrigated terraces along the mesa walls below each village. The main crop was corn. The following Web site has more information:
  - <<http://www.co.blm.gov/ahc/anasazi.htm>>
3. Share with students that the long and successful agricultural history of the Pueblo people led to their being called the world's greatest dry farmers. Use resources to reinforce this concept.
4. Have students draw pictures of the corn as it might have grown on the terraces along the mesa in the southwest region.

## Session 9: Contributions of American Indians (First Americans) \_\_\_\_\_

### *Materials*

- Materials for making crafts
- Teacher-selected legends and books about the Powhatan, Sioux, and Pueblo Indians

### *Instructional Activities*

1. Review the three selected American Indian (First American) groups.
2. Discuss with students the many contributions of the three American Indian (First American) groups studied in this organizing topic. All American Indians (First Americans) are known for their deep respect for nature. Their contributions in the arts include jewelry, pottery, and weaving. They are also known for their legends and oral stories. Farming was a contribution made by the three American Indian (First American) groups.
3. Have students create sample crafts of the three American Indian (First American) groups. The following Web site offers a wide variety of ideas, as well as a list of materials:
  - <<http://www.libsci.sc.edu/miller/native.htm>>
4. Read teacher-selected legends and books about the three American Indian (First American) groups. A sample list of books that includes legends and books about the three American Indian (First American) groups can be found in this thematic unit:
  - <<http://www.libsci.sc.edu/miller/native.htm>>
5. Learn more about how the three American Indian (First American) groups respected nature and contributed to farming, using the following Web sites:
  - Information on the Powhatan people: <<http://www.mariner.org/baylink/indians.html>>
  - Information on the Plains/Sioux people: <<http://inkido.indiana.edu/w310work/romac/plains.html>>
  - Information on the Pueblo people: <<http://inkido.indiana.edu/w310work/romac/swest.htm>>
6. As a class, create a chart that compares the shelters of the Powhatan, Sioux, and the Pueblo. The following Web site may be helpful:
  - <<http://www.kstrom.net/isk/maps/houses/housingmap.html>>
  - <<http://www.anthro.mankato.msus.edu/prehistory/settlements/index.shtml>>

**Shelters of Selected American Indians (First Americans)**

<b>Region</b>	<b>Indians</b>	<b>Shelters</b>
Eastern Woodlands	Powhatan	Wood and bark houses
Plains	Sioux	Teepees
Southwest	Pueblo	Multi-story terraced adobe buildings

## Additional Activities

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- Gather, classify and interpret information to make a bulletin board or a book about the Powhatan, Sioux, and Pueblo people.
- Read teacher-selected books about the Powhatan, Sioux, and Pueblo people.
- Have students invite parents or another class to see their handmade crafts and models of the shelters of the Powhatan, Sioux, and Pueblo people.
- Invite a local American Indian (First American) to class to discuss his/her tribe's heritage and the ways this heritage is preserved today.
- Visit or invite a speaker from a local museum to make a visual presentation on Indian artifacts found in the region or elsewhere in Virginia.
- Visit the American Indian Resource Center Web site at <<http://web.wm.edu/airc/vaindians.html>> to learn more about the Virginia Indians.

## Attachment A: Sample Assessment Questions

*Asterisk (\*) indicates correct answer.*

<ol style="list-style-type: none"> <li><b>Which group of American Indians (First Americans) lived in the Eastern Woodlands Region?</b> A Sioux B Pueblo C Southeast D Powhatan*</li> <li><b>Which group of American Indians (First Americans) lived in the Plains Region?</b> A Sioux* B Powhatan C Southwest D Pueblo</li> <li><b>Which group of American Indians (First Americans) lived in the Southwest Region?</b> A Powhatan B Pueblo* C Sioux D Eastern Woodlands</li> <li><b>Which group of American Indians (First Americans) lived in shelters made of wood and bark?</b> A Plains B Southwest C Eastern Woodlands* D Sioux</li> <li><b>Which group of American Indians (First Americans) lived in shelters made from wood and buffalo skins?</b> A Eastern Woodlands B Southwest C Powhatan D Plains*</li> <li><b>Which group of American Indians (First Americans) lived in shelters made of multi-story terraced buildings?</b> A Powhatan B Sioux C Plains D Southwest*</li> </ol>	<ol style="list-style-type: none"> <li><b>Which means of survival was needed and important to the Powhatan Indians?</b> A Grizzly bear hunters B Adobe builders C Teepee builders D Deer hunters*</li> <li><b>Which means of survival was needed and important to the Sioux Indians?</b> A Ship builders B Buffalo hunters* C Map makers D Adobe builders</li> <li><b>Which means of survival was needed and important to the Pueblo Indians?</b> A Fishermen B Deer hunters C Farmers* D Buffalo hunters</li> <li><b>What one type of transportation was used by the Powhatan, Sioux, Pueblo Indians?</b> A Paddled canoes B Walked* C Rode horses D Rode on wagons</li> <li><b>What is one contribution of the American Indians (First Americans)?</b> A Built pyramids B Raised cows C Told legends and stories* D Created wagons</li> <li><b>The American Indians (First Americans) had</b> A the same language B a large army C the same type of house D a respect for nature *</li> </ol>
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Organizing Topic

Describing Regions, Environments, and Communities

Standard(s) of Learning

- 2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.
- 2.4 The student will develop map skills by
  - a) locating China and Egypt on world maps;
  - b) locating the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps;
  - c) comparing the climate, land, and plant life of these regions;
  - d) describing how people in these regions adapt to their environment.

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
<b>Skills</b> <i>(to be incorporated into instruction throughout the academic year)</i>	
Locate regions on maps and globes.	
Locate and use information from print and non-print sources.	
Use resource materials.	
Collect, organize, and record information.	
Gather, classify, and interpret information.	
Make and explain graphs.	
Compare and contrast information.	
Gather, classify, and interpret information.	
<b>Content</b>	
Know the following terms:	
<ul style="list-style-type: none"><li>Community: a place where people live, work, and play</li><li>Population: the number of people living in a community</li><li>Transportation: a way of moving people and things from one place to another</li></ul>	
Identify that the way people live today is different from the way people lived long ago.	
Understand that new inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.	
Understand that communities change over time for a variety of reasons.	
Know the following terms:	
<ul style="list-style-type: none"><li>Climate: the kind of weather an area has over a long period of time</li><li>Land: the shape of the land’s surface</li><li>Environment: surroundings</li></ul>	

On a map of the United States, show where the regions of the Powhatan, Sioux, and Pueblo people are located.

\_\_\_\_\_

Identify that China is located in Asia and Egypt is located in Africa.

\_\_\_\_\_

Use the chart to show how the climate, land, and plant life of the regions of China, Egypt, the Eastern Woodlands, the Plains, and Southwest United States were similar and different.

\_\_\_\_\_

	Climate	Land	Plant Life	
China	Seasons	Forests Hills, mountains Deserts	Great variety of plant life	_____
Egypt	Hot, dry	Nile River Deserts Flooding	Grasses along the Nile River	_____
Eastern Woodlands (Powhatan)	Mild winters Hot, humid summers	Rivers Hills, mountains Coastland	Forests Variety of plant life	_____
Plains (Sioux)	Hot summers Harsh, cold winters	Plains Prairies Rolling hills	Grasses	_____
Southwest (Pueblo)	Hot days Cold nights Little rainfall	High flatlands	Cactus	_____

Understand that people adapt to their environment in different ways.

\_\_\_\_\_

Describe ways the ancient Chinese, and Egyptians, and the Powhatan, Sioux, and Pueblo people adapted to their environment, using the following information:

- The ancient Chinese fished, farmed, and irrigated the land.
  - The ancient Egyptians farmed and irrigated the land near the Nile River.
  - The Powhatans farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food.
  - The Sioux moved around the region to hunt for buffalo. They used horses for transportation.
  - The Pueblo farmed the land. They lived in villages in adobe (clay) houses.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Ancient China Web Sites*. <<http://www.fcps.k12.va.us/KingsParkES/technology/china/index.htm>>. This Web site features research sites, lessons, games, and activities on ancient China.

*Ancient Egypt Webquest*. <<http://www.fcps.k12.va.us/KingsParkES/technology/webquests/Egypt/index.htm>>. This Web site helps students create brochures about ancient Egypt.

*Ancient Egypt*. Amy Carskadon and Heather Yoxall.

<<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>. This Web site has information on ancient Egypt: the land, the language, the Gods, the Pharaohs, the writing, and the Pyramids.

*The Great Wall*. <<http://pasture.ecn.purdue.edu/%7Eagenhtml/agenmc/china/scengw.html#sfc01>>. This Web site has a variety of pictures of the Great Wall of China.

*The Great Wall: A Virtual Tour*. <<http://www.chinavista.com/travel/greatwall/greatwall.html>>. This Web site features a virtual tour of the Great Wall of China.

“Living with the Indians.” Jamestown-Yorktown Foundation.

<[http://www.historyisfun.org/PDFbooks/Living\\_with\\_the\\_Indians.pdf](http://www.historyisfun.org/PDFbooks/Living_with_the_Indians.pdf)> This Web page provides information about Virginia’s American Indians (First Americans).

*Map of the Plains Indians*. Smithsonian Institution. <<http://americanhistory.si.edu/hohr/buffalo/map.html>>. This Web site is a map with highlights of the Plains Indians states.

Matusевич, Melissa. *Social Studies Curriculum Resources Poster Sets*.

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

*Native American Shelters*. <<http://www.anthro.mankato.msus.edu/prehistory/settlements/index.shtml>>. This Web site provides detailed explanations of American Indian (First American) shelters and includes excellent illustrations.

*Native American Shelters*. <<http://www.anthro.mankato.msus.edu/prehistory/settlements/index.shtml>>. This Web site provides detailed explanations of American Indian (First American) shelters and includes excellent illustrations.

*Plains Indian Culture*. <<http://www.germantown.k12.il.us/html/plains.html>>. This Web site features illustrations and information buffalo, food, clothing, shelter of the Plains Indian culture.

*Plains Indians*. <<http://www.mce.k12tn.net/indians/reports4/plains.htm>>. This is a Web site with photographs and information about Plains Indians.

“Pueblo Indians.” *Southwest Culture*. <<http://www.germantown.k12.il.us/html/southwest.html#pueblo>>. This Web page gives a little bit of information about the Pueblo Indians and their name.

## Session 1: Communities Have People Who Move from One Place to Another \_\_\_\_\_

### *Materials*

- Paste, tape, materials for brochures
- Map of the surrounding area of the school
- Map of Virginia
- Map of the world
- Pictures from magazines, newspapers, and related Web sites

### *Instructional Activities*

1. Introduce the term *community*. Have students describe a community. Discuss that it is a place where people live, work, and play.
2. Talk about the fact that communities can be neighborhoods, hospitals, schools, classrooms, or friends at work. List the similarities between different types of communities to develop a list of community characteristics. Examples should include groups of people that have something in common, work together, or have similar needs. Talk about how a classroom can be a community.
3. Discuss with the students the characteristics of their neighborhoods, posing questions such as these:
  - Are there houses, buildings, or both in your neighborhood?
  - If there are buildings, what kind are they? What is the nearest store?
  - Are there any public play areas such as a park or a playground?
  - What kinds of animals live in your neighborhood?
4. Have students draw on white paper a picture of their house or the building where they live.
5. Have students search in magazines for things that are found in their neighborhood, such as trees, flowers, and stores, then have them cut out and paste or tape the pictures onto their drawings.
6. Have students compare and contrast their finished pictures with one another to learn about their classmates' neighborhoods.
7. Review the types of communities in the regions of ancient China and ancient Egypt and the regions of the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.
8. Introduce the word *population*. Tell the students that population is the number of people who live in a community. Review the population of the classroom community and the school community. Help students research the number of people in their neighborhood communities.
9. Create a graph of the population of the class and the school community.
10. Review the word *transportation*. Tell the students that transportation is a way of moving people and things from one place to another. Ask the students to list different types of transportation. The list may include walking, bikes, cars, buses, trucks, trains, boats, airplanes, jets, and the space shuttle.
11. Help students alphabetize the list, classify the words into categories, think of rhyme words for each type of transportation, or write a story with the words from the list of different types of transportation.
12. Create an acrostic poem: Write the letters that spell a type of transportation down the chalkboard. Have each letter be the beginning of a new word that describes that transportation.



13. Have students create a simple timeline showing how a certain type of transportation has changed from the past to the present. Students may use resources to find pictures illustrating the changes.
14. Review the types of transportation used in the regions of ancient China and ancient Egypt and the regions of the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.
15. Explain to students that they will be creating brochures about their communities. Brainstorm with students to develop a list of land areas, schools, stores, cultural events, or people that would advertise the best features of their communities.
16. Have available local newspapers, picture maps, or brochures that highlight geographical features or cultural celebrations held throughout the year.
17. Have students work in pairs (or individually) to create a Community Brochure to attract new residents or visitors to their neighborhoods or communities. Students can create the brochure by drawing and/or cutting and pasting images from existing publications.
18. Have students share their completed brochures with another class. One approach is to plan a hallway display of Community Brochures near the front office or other visible area in the school.





## Session 2: Inventions Have Led to Changes in Buildings, Jobs, Transportation, and Population Over Time

### Materials

- Resource books
- Map of the world
- Pictures from magazines and related Web sites

### Instructional Activities

1. Explain that an *invention* is the creation of something new. Some inventions have changed the world, such as the light bulb and the telephone, while other inventions have just made life a little easier. Many build on a previous invention.
2. Use the following Web site to learn about many famous inventions:  
<<http://www.lib.lsu.edu/sci/chem/patent/srs136.html>>.
3. Have students select an inventor they would like to research. Have students gather information and share the information with the class.
4. Create a class timeline of inventors based on the research the individual students gathered during their reports.
5. Have students discuss how they believe the inventors and their inventions have changed the society we live in today.
6. Guide the students to understand that new inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.
7. Ask students if they think all inventions have positive results. Ask them if some inventions have both positive and negative effects on society.

Inventions That Have Led to Changes Over Time			
Buildings 	Jobs 	Transportation 	Population 

## Session 2: Compare the Climate, Land, and Plant Life of the Regions of China, Egypt, the Eastern Woodlands, the Plains, and the Southwest United States \_\_\_\_\_

### *Materials*

- World map
- Globe
- Pictures from magazines, newspapers, and related Web sites

### *Instructional Activities*

1. As review, locate the previously studied regions of ancient China, and Egypt, and the Eastern Woodlands, the Plains, and the Southwest on a map or globe.
2. Have students point out the various land and water features surrounding these areas on a map or globe. Discuss how the land and water features and the location of the area can determine the climate of the area.
3. Define *climate* as the kind of weather an area has over a long period of time.
4. Use materials, information, and Web sites from the previous unit on ancient China and Egypt to review the content the students have previously studied. The following Web on ancient China and Egypt may be helpful:
  - <<http://www.fcps.k12.va.us/KingsParkES/technology/china/index.htm>>
  - <<http://www.chinavista.com/travel/greatwall/greatwall.html>>
  - <<http://pasture.ecn.purdue.edu/%7Eagenhtml/agenmc/china/scengw.html#sfc01>>
  - <<http://www.fcps.k12.va.us/KingsParkES/technology/webquests/Egypt/index.htm>>
  - <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>.
5. Use materials, information, and Web sites from the previous units on the American Indians (First Americans) to review the content the students have previously studied. The following Web sites may be helpful:
  - <[http://www.historyisfun.org/PDFbooks/Living\\_with\\_the\\_Indians.pdf](http://www.historyisfun.org/PDFbooks/Living_with_the_Indians.pdf)>
  - <<http://www.anthro.mankato.msus.edu/prehistory/settlements/index.shtml>>
  - <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>
  - <<http://americanhistory.si.edu/hohr/buffalo/map.html>>
  - <<http://www.germantown.k12.il.us/html/plains.html>>
  - <<http://www.mce.k12tn.net/indians/reports4/plains.htm>>
  - <<http://www.germantown.k12.il.us/html/southwest.html#pueblo>>
  - <<http://www.anthro.mankato.msus.edu/prehistory/settlements/index.shtml>>.
6. Use the Comparison Chart (Attachment A) as a reference when introducing material in this unit.
7. Share the completed Comparison Chart with the students (Attachment B).

## Session 4: People Adapt to Their Environment in Different Ways \_\_\_\_\_

### *Materials*

- World map
- Globe
- Pictures from magazines, newspapers, and related Web sites

### *Instructional Activities*


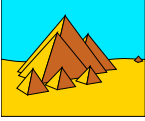
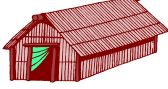


1. As review, locate the previously studied regions of ancient China, Egypt, and the Eastern Woodlands, the Plains, and the Southwest on a map or globe.
2. Write the word *adapt* on the board. Explain to students that people adapt to the environment in two ways. The first is when people change the way they live so they are able to live in and use the environment more successfully. The second is when people change the environment in which they live to survive or to make life possible or more comfortable. Examples might include the following: When the weather is cold, people change the way they live by wearing warmer clothes and sleeping under blankets; they change the environment by using heaters or stoves in their homes or adding insulation to their windows and doors.
3. Discuss ways that the groups of people studied this year adapted to their environments.
4. Use the following information during this session to show how people adapted to their environment:
  - The ancient Chinese, and Egyptians
    - The ancient Chinese fished, farmed, and irrigated the land.
    - The ancient Egyptians farmed and irrigated the land near the Nile River.
  - The Powhatan, Sioux, and Pueblo people
    - The Powhatans farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food.
    - The Sioux moved around the region to hunt for buffalo. They used horses for transportation.
    - The Pueblo farmed the land. They lived in villages in adobe (clay) houses.
5. Have students draw pictures of and write about the different ways the ancient Chinese, Egyptians, and the Powhatan, Sioux, and Pueblo people adapted to their environment.
6. Use the Comparison Chart (Attachment C) to help students understand human adaptations.
7. Refer to the completed Comparison Chart (Attachment D) as the session material is presented to the students.

## Additional Activities

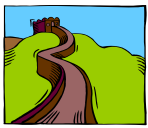
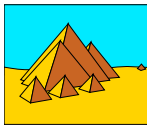
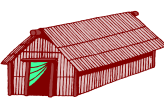


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- Have students interview an older person in their neighborhood or community to learn how the area where they live has changed over time.
- Invite a person of Chinese, Egyptian, or Indian (First American) descent to come and talk to the class about the changes that have taken place in their culture over time.
- Have students graph the population of the class and the school.
- Have students create a timeline of the changes in transportation over the years.
- Have students search the Internet or write letters to gather brochures about their community.
- Have students create a brochure about their class community.
- Bring in inventions (such as kitchen, carpentry, or gardening tools) and have students guess what they are used for or have students brainstorm how certain chores would have been done before certain tools or machines were invented.
- Invent a local government planner, a land developer, or a builder to come and talk about ways he/she works to control the environment so that people will have safer and more comfortable lives.

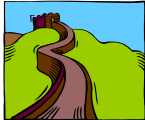




**Attachment A: Comparison Chart of the Climate, Land, and Plant Life of the Regions of China, the Eastern Woodlands, the Plains, and the Southwest Indians of the United States** \_\_\_\_\_

	<b>China</b> 	<b>Egypt</b> 	<b>Eastern Woodlands</b>  (Powhatan)	<b>Plains</b>  (Sioux)	<b>Southwest</b>  (Pueblo)
<b>Climate</b>					
<b>Land</b>					
<b>Plant Life</b>					

**Attachment B: Completed Comparison Chart of the Climate, Land, and Plant Life of the Regions of China, the Eastern Woodlands, the Plains, and the Southwest Indians of the United States** \_\_\_\_\_

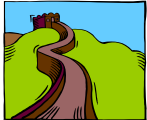

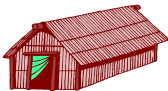


	<b>China</b> 	<b>Egypt</b> 	<b>Eastern Woodlands</b>  (Powhatan)	<b>Plains</b>  (Sioux)	<b>Southwest</b>  (Pueblo)
<b>Climate</b>	seasons	hot, dry	mild winters hot, humid summers	hot summers, harsh, cold winters	hot days, cold nights, little rainfall
<b>Land</b>	forests, hills, mountains, deserts	Nile River deserts flooding	rivers, hills, mountains, coastland	plains, prairies, rolling hills	high flatlands
<b>Plant Life</b>	great variety of plant life	grasses along the Nile River	forests, variety of plant life	grasses	cactus

# Attachment C: Comparison Chart of How the Ancient Chinese, Egyptians, Powhatan, Sioux, and Pueblo People Adapted to Their Environment

	<b>China</b> 	<b>Egypt</b> 	<b>Eastern Woodlands</b>  (Powhatan)	<b>Plains</b>  (Sioux)	<b>Southwest</b>  (Pueblo)
<b>Human Adaptations</b>					



**Attachment D: Completed Comparison Chart of How the Ancient Chinese, Egyptians, Powhatan, Sioux, and Pueblo People Adapted to Their Environment \_\_\_\_\_**

	<b>China</b> 	<b>Egypt</b> 	<b>Eastern Woodlands</b>  (Powhatan)	<b>Plains</b>  (Sioux)	<b>Southwest</b>  (Pueblo)
<b>Human Adaptations</b>	fished, farmed, and irrigated the land	farmed and irrigated the land near the Nile River	farmed, fished, hunted, used trees for homes and canoes, gathered plants	moved around region to hunt buffalo, used horses for transport.	farmed, lived in villages in adobe (clay) houses

## Attachment E: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

<p><b>1. A place where people live, work, and play is called a _____</b></p> <p>A climate B population C community* D family</p> <p><b>2. What is the number of people living in a community called?</b></p> <p>A Transportation B Community C Buildings D Population*</p> <p><b>3. What do you call a way of moving people and goods from one place to another?</b></p> <p>A Population B Transportation* C Buildings D Family</p> <p><b>4. When did people use a horse and cart for transportation?</b></p> <p>A Past* B Future C Present D Today</p> <p><b>5. What do you call the weather an area has over a long period of time?</b></p> <p>A Environment B Surroundings C Land D Climate*</p> <p><b>6. Where is China located?</b></p> <p>A North America B Asia* C Australia D South America</p>	<p><b>7. Where is Egypt located?</b></p> <p>A Antarctica B Africa* C Australia D Europe</p> <p><b>8. What did the Sioux hunt around the region?</b></p> <p>A Buffalo* B Horses C Deer D Bear</p> <p><b>9. Which group of ancient people fished, farmed, and irrigated the land?</b></p> <p>A Powhatan B Sioux C Chinese* D Pueblo</p> <p><b>10. Which group of ancient people lived in adobe (clay) houses?</b></p> <p>A Egyptians B Powhatan C Sioux D Pueblo*</p> <p><b>11. Which group of ancient people lived on land that was high flatlands?</b></p> <p>A Sioux B Pueblo* C Egyptians D Powhatan</p> <p><b>12. Which region of ancient people had forests and a variety of plant life?</b></p> <p>A Southwest B Plains C Eastern Woodlands* D Ancient Egypt</p>
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Organizing Topic

# Construction and Use of Simple Maps and Globes

## Standard(s) of Learning \_\_\_\_\_

- 2.5 The student will develop map skills by
- a) locating the equator, the seven continents, and the four oceans on maps and globes;
  - b) locating selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.
- 2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

	Correlation to Instructional Materials
<b>Skills</b> <i>(to be incorporated into instruction throughout the academic year)</i>	
Use a map legend.	_____
Draw maps of familiar areas.	_____
Make and use simple map symbols.	_____
Use a compass rose to identify the primary directions (N, E, S, W).	_____
Locate the specific areas (regions) on maps and globes.	_____
<b>Content</b>	
Know that maps include the following:	
• Title—The name or kind of map	_____
• Map legend—A list of shapes and symbols used on a map and an explanation of what each stands for	_____
• Compass rose—A symbol that shows direction (north, east, south, and west) on a map	_____
Understand that people who make maps include a title, map legend, and compass rose.	_____
Recognize that a map is a drawing that shows what places look like from above and where they are located.	_____
Understand that a map legend includes symbols that represent objects and places.	_____
Use maps to locate land and water features.	_____
Understand that maps and globes help people study the Earth.	_____
Know the following terms:	
• Equator: an imaginary line around the middle of the Earth	_____
• Continent: a large body of land on the Earth	_____
Locate the following seven continents:	
• North America, South America, Europe, Asia, Africa, Australia, and Antarctica on maps and globes.	_____

Locate the following four oceans:

- the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, and the Pacific Ocean on maps and globes.

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Locate the following rivers, mountain ranges, and lakes:

- the James River, the Mississippi River, the Rio Grande
- the Appalachian Mountains, the Rocky Mountains
- the general area of the Great Lakes on a United States map.

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“All about Oceans and Seas.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/subjects/ocean/>>. This Web page is an introduction to the earth’s oceans.

*American Memory*. Library of Congress. <<http://memory.loc.gov>>. This Web site is a comprehensive resource on the history and culture of the United States.

“China Map Quiz/Printout.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/asia/china/mapquizprintout.shtml>>. This Web page features a map of China and a quiz.

“Compass Rose.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/geography/printouts/compassrose.shtml>>. This Web page has information about the compass rose.

“District of Columbia (Washington D.C.).” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/usa/states/dc/>>. This Web page features information about our capital.

“Geography.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/geography/continents/>>. This Web page has information about continents.

“Geospy.” *NationalGeographic.comkids*. National Geographic Society.

<<http://www.nationalgeographic.com/geospy>>. This Web page features geography games.

“Infoplease Atlas.” *Fact Monster*. <<http://www.factmonster.com/atlas/index.html>>. This Web page features detailed maps of the world.

“Label the Map of Egypt.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/africa/egypt/label/index.shtml>>. This Web page is a lesson on a map of Egypt.

“Little Explorers.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/Dictionary.html>>. This Web page is picture dictionary with links.

“MapMachine.” *NationalGeographic.com*. National Geographic Society.

<<http://plasma.nationalgeographic.com/mapmachine/>>. This Web page is an online atlas that lets you find any place on earth, view it by population, climate, and more.

*Mapping Our Worlds*. National Endowment for the Humanities.

<[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=329](http://edsitement.neh.gov/view_lesson_plan.asp?id=329)>. This Web site has a lesson on maps and making maps for grades K–2.

*NationalGeographic.Com:The Web Site of the National Geographic Society*. National Geographic Society.

<<http://nationalgeographic.com/>>. This Web site provides a student and teacher feature and also has copies of maps.

*North America: Countries.* <[http://www.eduplace.com/ss/maps/pdf/n\\_america.pdf](http://www.eduplace.com/ss/maps/pdf/n_america.pdf)>. This Web site shows a map of North American countries.

“Our Nation.” *Ben’s Guide to U.S. Government for Kids.* <<http://bensguide.gpo.gov/k-2/nation/index.html>>. This Web page locates North America on a globe and features related information.

*Use a Roadmap and Mileage Table.* <[http://www.harcourtschool.com/activity/road\\_maps/](http://www.harcourtschool.com/activity/road_maps/)>. This Web site allows students to use a roadmap and determine mileage.

“Virginia.” *Enchanted Learning.* EnchantedLearning.com.  
<<http://www.EnchantedLearning.com/usa/states/virginia/>>. This Web page features facts, map and state symbols for Virginia.

*Virginia Geographic Alliance.* Susan Woodward. <<http://www.majbill.vt.edu/geog/vga/index.html>>. This Web site promotes geography education in the classroom and includes activities.

“Where I Live in the USA.” *Enchanted Learning.* EnchantedLearning.com.  
<<http://www.EnchantedLearning.com/usa/label/whereilive/>>. This Web page has a blank map of the U.S. and questions about where you live.

## Session 1: Locate Directions Using a Compass Rose

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### *Materials*

- Bar magnet, string, and yardstick
- Signs labeled: North, East, South, and West
- Small paper plates or paper
- Compasses (Invite students to bring one from home.)
- Maps
- Web site: <<http://www.EnchantedLearning.com/geography/printouts/compassrose.shtml>>

### *Instructional Activities*

1. Use approximately 10 inches of string to tie the center of a bar magnet to the end of a yardstick. The bar magnet should hang freely (Place yardstick on a table or shelf and weight it down with books.). Once the bar magnet stops moving, the north end of the magnet will point north. Post the *North* sign in the classroom accordingly.
2. Have students study a real compass. Have them predict where east, south, and west are located in the classroom, and label those directions with the signs.
3. Have each student make a compass rose on paper or on a small paper plate and label each direction. Suggest an acronym for remembering the directions (Never Eat Slimy Worms), and have students create their own acronyms.
4. Have students find the compass rose on the maps in the classroom.

## Session 2: Investigate Ready-made Maps and Globes to Locate the Title, Compass Rose, and Map Legend

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### *Materials*

- Maps, atlases, and globes
- Web sites:
  - <[http://www.eduplace.com/ss/maps/pdf/n\\_america.pdf](http://www.eduplace.com/ss/maps/pdf/n_america.pdf)>
  - <<http://www.EnchantedLearning.com/asia/china/mapquizprintout.shtml>>
  - <<http://www.EnchantedLearning.com/africa/egypt/label/index.shtml>>
  - <<http://www.EnchantedLearning.com/usa/statesbw/mountain/mountain.shtml>>
- Student handouts “Virginia School Classroom” (Attachment A)
- Paper

### *Instructional Activities*

1. Review the parts of a map with the students.
2. Using a variety of classroom maps, have the students point out the title, compass rose, and map legend.
3. Have the students complete the “Virginia School Classroom” map (Attachment A) by writing the following terms in the correct location on the map:
  - *title*
  - *compass rose*
  - *map legend*
4. Use the Web sites listed in the materials as a reference for small groups of students to find the different parts of a map.



## Sessions 3 and 4: Interpreting Map Legends \_\_\_\_\_

### *Materials*

- Overhead transparencies of maps
- Teacher-provided activity sheets of maps
- Student handouts “Map Parts” (Attachment B) (1 per student)
- Web sites:
  - <[http://www.harcourtschool.com/activity/road\\_maps/](http://www.harcourtschool.com/activity/road_maps/)>
  - <<http://www.EnchantedLearning.com/usa/label/whereilive/>>
  - <<http://www.EnchantedLearning.com/usa/statesbw/greatlakes.shtml>>
  - <<http://www.EnchantedLearning.com/usa/statesbw/mountain/mountain.shtml>>

### *Instructional Activities*

1. Have the class work together to investigate one map and its legend. Ask questions about the map that requires students to use the legend to find the answers. Visit the Web sites listed above for examples.
2. Have students answer questions independently using map legends from various sources, such as teacher-provided activity sheets of maps, textbooks, and/or Web sites.
3. Have the students complete “Map Parts” (Attachment B), using a teacher-selected map from a print or online source.

## Session 5: Make a Map

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### *Materials*

- Overhead and blank transparency
- Paper for map making
- Markers, crayons, stickers, glue, variety of small objects for map legend
- Rulers
- Student handout “Make a Map” (Attachment C)
- Web site: <[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=329](http://edsitement.neh.gov/view_lesson_plan.asp?id=329)>

### *Instructional Activities*

1. Demonstrate how to make a map using the board, overhead, or a computer drawing program. Have the class choose what map you will make with them (e.g., a map of the classroom, school, neighborhood). Have them choose a title for the map. Then draw a compass rose. Draw a quick sketch of the map. Add a map legend by taking suggestions from the class about what details should be added to the map. Discuss that a map legend is a list of symbols that represent parts of the map.
2. Once you feel that the students understand, give them paper, markers or crayons, stickers, glue, and various small objects to make their own maps. Have them begin with a map title, encouraging a variety of maps (even treasure maps work well). Remind them to include the compass rose and a map legend. Encourage them to be creative with their map legend, using shapes, colors, stickers, and small objects to glue to the legend.
3. Have students make a map of their bedroom for homework (Attachment C).

**Session 6: Identify and Label the State of Virginia and the James River \_\_\_\_\_*****Materials***

- Student handout (Attachment D) “Complete a Map of the United States” (1 per student)
- Blank outline maps of the United States (Attachment E) (1 per student)
- Crayons, markers
- Overhead transparency of a map that matches the students’ map
- Encyclopedias, maps, atlases, and globes
- Web sites:
  - <<http://www.EnchantedLearning.com/usa/outlinemaps/statesnumbered>>
  - <<http://www.EnchantedLearning.com/usa/states/virginia/>>

***Instructional Activities***

1. Have students locate the state of Virginia on their map. Have students create a map legend on the back of their maps, and encourage students to use various colors and symbols to represent all the places they will find. Have them include a compass rose on the map.
2. Once students have located Virginia, have them use maps, atlases, encyclopedias and/or Web sites to research Virginia and locate the James River.

## Session 7: Identify and Label the Great Lakes

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### *Materials*

- Blank student maps of the United States (Attachment E) used during the previous session (1 per student)
- Crayons, markers
- Overhead transparency of the United States map
- Encyclopedias, maps, atlases, and globes
- Web site: <<http://www.EnchantedLearning.com/usa/statesbw/greatlakes.shtml>>

### *Instructional Activities*

1. Have students locate the Great Lakes using encyclopedias maps, atlases, and globes. Demonstrate how they should label the lakes on their own maps. One suggestion is to color each lake a different color and then use the map legend to identify each lake by name.
2. Have students describe where each of the Great Lakes is located by using their compass rose and directional terms. (The lakes are in the northern part of the country between Canada, Minnesota, Wisconsin, Illinois, Indiana, Michigan, Ohio, Pennsylvania, and New York. Lake Superior is the lake that is located the farthest west, with Lake Michigan southeast of Lake Superior, Lake Huron is a little farther east, Lake Erie is southeast of Lake Huron, and Lake Ontario is the farthest east.)
3. Have students create acronyms for remembering the names of the Great Lakes in order of their location.

**Session 8: Identify and Label the Appalachian and Rocky Mountain Ranges \_\_\_\_\_*****Materials***

- Blank student maps of the United States (Attachment E) used during the previous sessions (1 per student)
- Crayons, markers
- Overhead transparency of the United States map
- Encyclopedias, maps, atlases, and globes
- Web sites:
  - <<http://www.EnchantedLearning.com/usa/statesbw/13colonies/13colonies.shtml>>
  - <<http://www.EnchantedLearning.com/usa/statesbw/mountain/mountain.shtml>>

***Instructional Activities***

1. Have students locate the Appalachian Mountains and the Rocky Mountains using encyclopedias, maps, atlases, and globes. Have a class discussion about trips students may have taken to places such as the Shenandoah Mountains, Skyline Drive, Wintergreen, and Luray Caverns. Explain that all of these sites are located in the Appalachian Mountain Range in Virginia.
2. Explain that a mountain range is made of many mountains. Use the overhead map to draw the Appalachian Mountain Range, located from Canada to Georgia, and have students draw the Appalachian Mountain Range on their maps. Have them select one color and/or symbol to represent the Appalachian Mountains in their map legend. Use the color/symbol they selected for the overhead map legend. Use directional words to describe where the mountain range is located (in the eastern part of the United States, from as far north as Canada to as far south as Georgia).
3. Locate the Rocky Mountain Range. Lead students to discover that the Rocky Mountains are much larger than the Appalachian Mountains. Have students count how many states are included in the Rocky Mountain Range. Draw the Rocky Mountain Range, add it to the map legend, and have students do the same on their maps.

**Session 9: Identify and Locate the Mississippi River and the Rio Grande River \_\_\_\_\_*****Materials***

- Blank student maps of the United States (Attachment E) used during the previous sessions
- Crayons, markers
- Overhead transparency of the United States map
- Encyclopedias, maps, atlases, and globes
- Web site: <<http://www.EnchantedLearning.com/usa/rivers>>

***Instructional Activities***

1. Use a large map of the United States, and show students “Mr. Mimal.” On the transparency, color in the parts of Mr. Mimal to find out if students can see him. Begin with his “hat”—the state of Minnesota. Then color his “face”—the state of Iowa. Next color his “shirt and belly”—the state of Missouri. Below that, color his “pants”—the state of Arkansas. Finally color his “boot”—the state of Louisiana. For the children still having a hard time seeing Mr. Mimal, have a student stand in front of the class, and trace in the air around the student’s profile. Ask the students why this man is named Mr. Mimal (his name is spelled by using the first letter of each state found in his profile).
2. With a blue marker, trace the front profile of Mr. Mimal on your transparency, and ask the class if they know what you have just located on the map. Please note that the Mississippi River travels west through the center of Minnesota, not straight up its border; and the river travels directly south through the state of Louisiana, instead of following its southeastern border. Have students add the Mississippi River to their maps and map legends. Encourage them to color Mr. Mimal, too, if it helps them find the Mississippi River. (NOTE: Watch for children who think that the Mississippi River travels all the way around Mr. Mimal, on his front and back sides.)
3. Have students locate the Rio Grande. Give the following clues so that they can find the river on a map: This river is at the southern border of the United States and divides the U.S. and Mexico along the border of the state of Texas. Invite students to point out the Rio Grande on a large map. Have students add this river to their maps and map legends. Point out that this river begins in the Rocky Mountains in southern Colorado and ends in the Gulf of Mexico.

## Sessions 10—13: Make a Globe

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### *Materials*

- Paper and/or activity sheets of continents
- Crayons, markers, craft glue
- 10" play ball
- A paper grocery bag shaped round and stuffed with newspaper, then painted blue
- Globes and maps of the world
- Student handouts/attachments (1 per student) for each of the following:
  - “We’ve Got the Whole World in our Hands” (Attachment F)
  - “The World” (Attachment G)
  - “Map Reading Quiz” (Attachment H)
  - “Continent Report” (Attachment I)
- Web site: <<http://www.EnchantedLearning.com/geography/label/labelcontinents.shtml>>

### *Instructional Activities*

1. Using a 10" ball or grocery-bag globe, have students draw and label the equator around the center. Discuss facts about the equator: It is an imaginary line that divides the earth into two hemispheres, north and south. Review the word *sphere*. Locate the north and south poles.
2. “Make” the seven continents. Either create activity sheets of the seven continents, have students trace the continents from a globe, or make pattern pieces for them to trace. The continents can all be made first and then on the final day glued to the ball or grocery-bag globe. An alternative approach follows in Activities 3-10, below.
3. Make Antarctica first. Show students the shape of Antarctica on a globe, and then show its shape on maps. Discuss why the shapes are different. Discuss the climate of Antarctica, and explain that this continent is not divided into countries. This continent also has no native people living there. The people there are scientists and researchers studying the climate and animal life. Encourage students to keep this continent white to represent its snow-covered land. Using craft glue, attach Antarctica to the bottom of the ball/globe. Review the words southern hemisphere and South Pole. The following Web site may be helpful:  
<<http://www.EnchantedLearning.com/geography/antarctica/outlinemap/>>
4. Make North and South America. Using the suggested method in step 2, make both continents. Remind students that the United States and all of the landforms they found previously are located on North America, along with Canada and Mexico. Encourage students to divide North America into its three countries. The following Web sites may be helpful:  
<<http://www.EnchantedLearning.com/subjects/continents/Northam/label/label.shtml>>. Make South America, and discuss that this continent is divided into many countries.  
<<http://www.EnchantedLearning.com/subjects/continents/Southam/label/labelsa.shtml>>.
5. Glue these continents to the ball/grocery-bag globe using craft glue. The students should use the equator and Antarctica as a point of reference for gluing South America and then North America.
6. Make the continent of Australia, using the suggested method in step 2. Explain that Australia is the name of the continent and the country located there. (Please note that the area including New Zealand and the other islands near Australia is sometimes called Oceania.) The following Web site may be helpful:  
<<http://www.EnchantedLearning.com/subjects/continents/Australia/label/labelaus.shtml>>.
7. Glue Australia to the ball/grocery-bag globe using craft glue. The students should use the equator, Antarctica, and South America as reference points.

8. Make the continent of Africa. Discuss that Africa is divided into many countries. Be sure to show students where Egypt is located, and have them label it on the continent. The following Web site may be helpful: <http://www.EnchantedLearning.com/subjects/continents/Africa/labelcountries/label.shtml>.
9. Glue Africa to the ball/grocery-bag globe using craft glue.
10. Make the continents of Europe and Asia. Be sure to show students where China is located and have them label it on their continent. Explain that these continents seem to be one piece of land. (If appropriate, discuss that many of the countries in Asia change their boundaries and names due to wars and conflicts among these countries.)

The following Web site may be helpful:

<http://www.EnchantedLearning.com/subjects/continents/Europe/label/label.shtml>.

Glue these two continents to the ball/globe using craft glue.

11. Sing the song “We’ve Got the Whole World in Our Hands.” See Attachment F for the words.
12. Label the four oceans. Encourage students to use directional words to explain where each ocean is located. Ask questions to check students’ understanding:
  - Which ocean is between North America and Europe?
  - Which ocean is the largest ocean and is between North America and Asia?
  - Which ocean is located directly opposite from Antarctica?
  - Where is the Indian Ocean?
13. Use the free software located at <http://www.yourchildlearns.com/dirmpcon.htm> to allow your students to play an interactive world puzzle game.
14. Visit the following Web site to practice identifying continents: <http://www.nationalgeographic.com/geospy/>.
15. As an additional assignment, students could research a continent and write a report about it to share orally with the class. See attachment I.
16. Administer “Map Reading Quiz” (Attachment H) to the students.

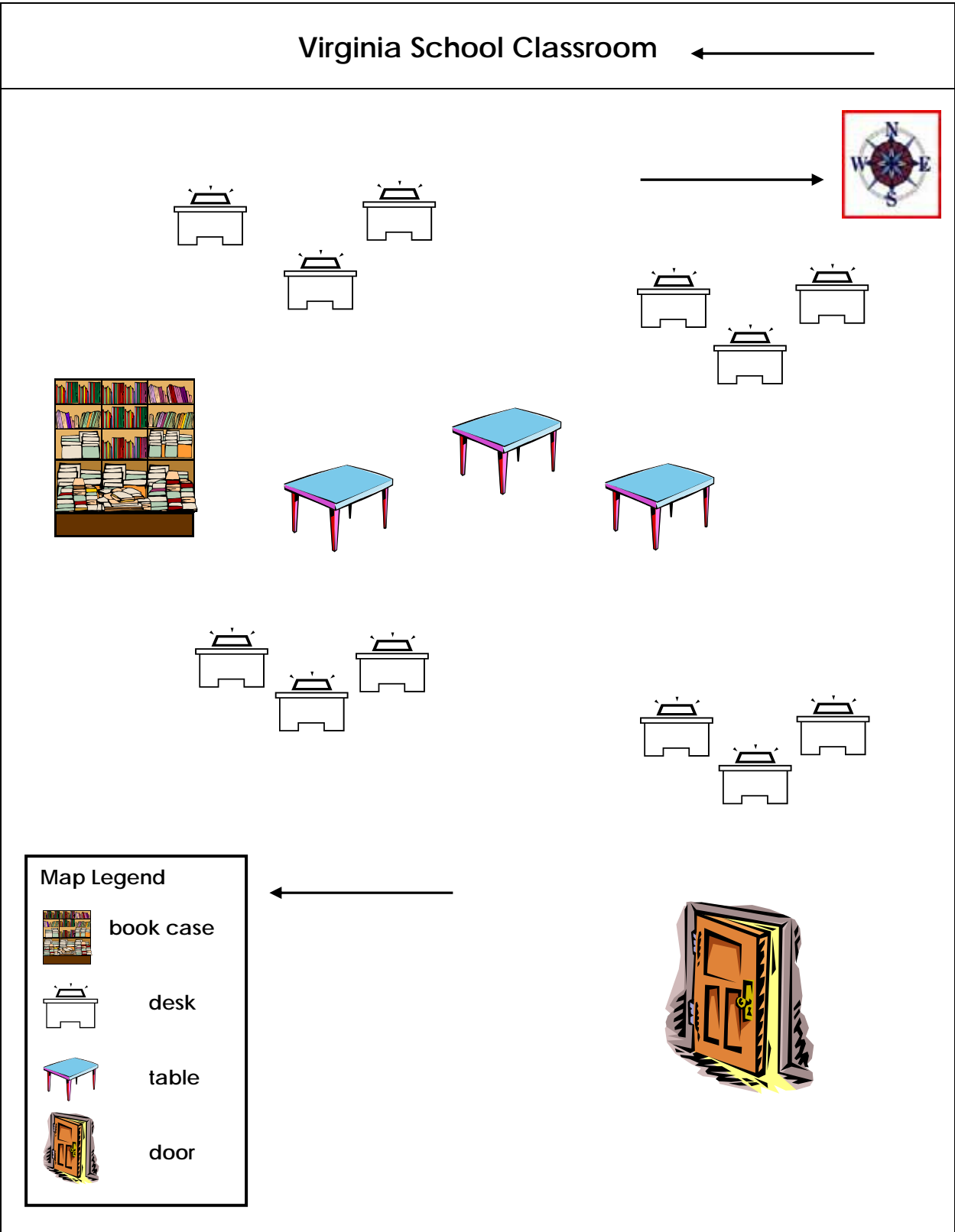


## Additional Activities

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- Locate regions on various United States maps. Select regions where students' relatives live or where favorite books or television shows are set.
- Use a bar magnet to locate "north" in the classroom. Have students learn or invent a dance that involves their making different motions as they face each of the four directions.
- As the students study real compasses, invite a speaker who uses compasses in his/her occupation or hobby (e.g., pilot, surveyor, hiker).
- Use a graph or chart to record data about maps.
- Answer questions about maps by restating the question and using complete sentences.
- Have the students use maps to demonstrate the areas where the Powhatan, Sioux, and Pueblo peoples lived.
- Have the students use maps to plan a pretend vacation. Have them find and cut out pictures of sites they may see on their journey.
- Have the students use maps to locate areas of the world that are in the news, or have them look at a magazine article or video and locate on a map the areas portrayed in the article or video. Ask them to tell which direction each area is from Virginia.

Attachment A: Virginia School Classroom\_\_\_\_\_





**Attachment B: Map Parts** \_\_\_\_\_

	<b>Map Title</b>	<b>Compass Rose</b>	<b>Map Legend</b>
	Record the map's title in this column	Yes or No	Yes or No
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____

**Attachment C: Geography Homework: Make a Map \_\_\_\_\_**

Create a two-dimensional map of your bedroom. Include the title of your map, a compass rose, and a map legend. Show the shape of your room, and include the location of windows, doors, closets, and furniture. Be creative with your map legend and remember that it should include symbols and colors that represent the objects on your map. This project is due on \_\_\_\_\_.

**Attachment D: Complete a Map of the United States** \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

On the map of the United States, use colors and symbols to label these regions, and then show your map legend here:

- Virginia
- James River
- Mississippi River
- Rio Grande
- The five Great Lakes
  - Superior
  - Michigan
  - Huron
  - Erie
  - Ontario
- Appalachian Mountain Range
- Rocky Mountain Range

**Attachment E: Map of the United States** \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_



**Attachment F: Geography Song**

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**We've Got the Whole World in Our Hands**

We've got the whole world in our hands.  
We've got the whole wide world in our hands.  
We've got the whole world in our hands.  
We've got the whole world in our hands.

We've got North and South America in our hands.  
We've got Europe, Asia and Africa in our hands.  
We've got Australia and Antarctica in our hands.  
We've got the continents in our hands.

We've got the Atlantic Ocean in our hands.  
We've got the Pacific Ocean in our hands.  
We've got the Indian and Arctic oceans in our hands.  
We've got the oceans in our hands.

We've got the whole world in our hands.  
We've got the whole wide world in our hands.  
We've got the whole world in our hands.  
We've got the whole world in our hands.

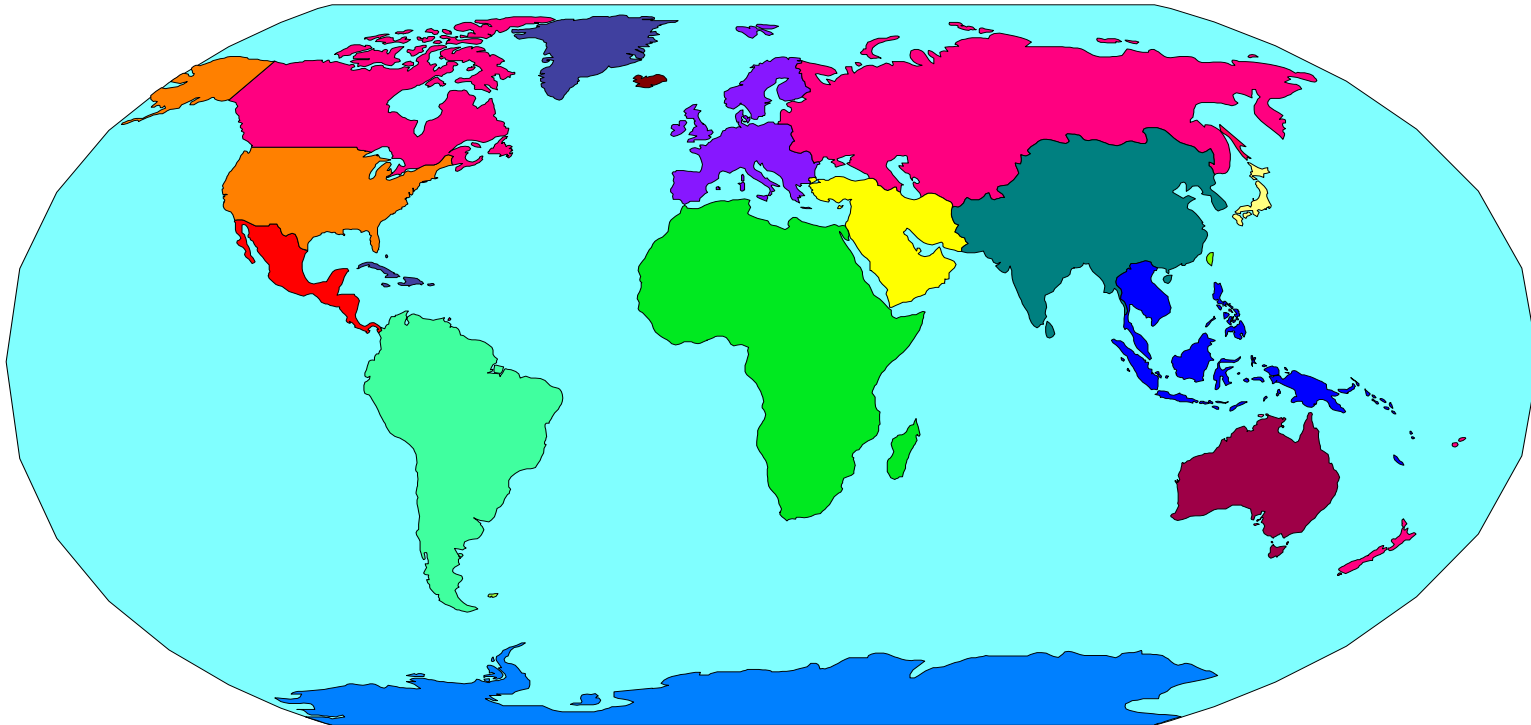


**Attachment G: The World** \_\_\_\_\_

Draw arrows to show where the equator, the seven continents and the four oceans are located on this world map. Use the word bank below. Africa has been done for you.

Name \_\_\_\_\_

Date \_\_\_\_\_



Africa  
Antarctica  
Arctic Ocean  
Asia  
Atlantic Ocean  
Australia

Equator  
Europe  
Indian Ocean  
North America  
Pacific Ocean  
South America

## Attachment H: Map Reading Quiz \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_



1. What ocean borders China on the east? \_\_\_\_\_
2. What sea is on China's southeast border? \_\_\_\_\_
3. What river flows by Shanghai? \_\_\_\_\_
4. In which part of China is its capital, Beijing? NE, NW, SE, or SW \_\_\_\_\_
5. Was the Great Wall of China built east to west or north to south? \_\_\_\_\_
6. Which major river crosses the Great Wall? \_\_\_\_\_
7. What city is closest to Beijing? \_\_\_\_\_
8. In which direction would you travel to get from China to Vietnam? \_\_\_\_\_

**Attachment I: Continent Report** \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Use encyclopedias, atlases, books, magazines, and Web sites to answer the following questions.

Assigned continent: \_\_\_\_\_

1. In which hemisphere is this continent located? \_\_\_\_\_
2. How many people live there today? \_\_\_\_\_
3. Does the continent have one type of climate? If so, what is the climate? \_\_\_\_\_  
If the continent has more than one type of climate, describe the climate.  
\_\_\_\_\_
4. What is the size of the continent? \_\_\_\_\_
5. What animals live on this continent only? \_\_\_\_\_
6. Add one more interesting fact you learned. \_\_\_\_\_
7. Now use the information you found to write a paragraph to share orally with the class.

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Organizing Topic

Resources and Economic Choice

Standard(s) of Learning \_\_\_\_\_

2.7 The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

Essential Understandings, Knowledge, and Skills \_\_\_\_\_

**Skills** *(to be incorporated into instruction throughout the academic year)*

Gather, classify, and interpret information.

*Correlation to  
Instructional Materials*

\_\_\_\_\_

**Content**

Understand that the three main types of resources are natural, human, and capital.

\_\_\_\_\_

Describe the differences in the following resources:

- Natural resources: materials that come from nature
- Human resources: people working to produce goods and services
- Capital resources: goods made by people and used to produce other goods and services

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Identify examples of resources using the following information as a guide:

- Natural: water, soil, wood, coal
- Human: farmers, miners, builders, painters
- Capital: hammers, computers, trucks, lawn mowers, factory buildings

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Economics and Geography Lessons for 32 Children's Books.* Montgomery County Public Schools.  
<[http://www.mcps.k12.md.us/curriculum/socialstd/Econ\\_Geog.html](http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html)>. This Web site offers lessons based on children's books.

*Foundation for Teaching Economics.* <<http://www.fte.org/>>. This Web site for students and teachers introduces young individuals to an economic way of thinking.

*Investment in Futures.* Virginia Council of Economic Education. <<http://www.vcu.edu/busweb/vcee>>. This Web site is dedicated to help students understand our economy and develop the life-long decision-making skills they need to be effective, informed citizens, consumers, savers, investors, producers, and employees.

*NCEE Online.* National Council on Economic Education. <<http://www.economicsamerica.org>>. The Web site for the National Council on Economic Education (NCEE) is a nationwide network that promotes economic literacy with students and their teachers.

"Online Elementary Economic Lessons." *James Madison University.*  
<<http://cob.jmu.edu/econed/Elementary.htm>>. Elementary economics lessons are available at this site.

*Primary Knowledge of Economics: 2001 Aligned.* Virginia Department of Education.  
<<http://www.pen.k12.va.us/VDOE/Instruction/info.pdf>>. This Web site offers "Concepts and Principles for the Economic Strand of the K–3 History and Social Science Standards of Learning."

Matusевич, Melissa. *Social Studies Curriculum Resources Poster Sets.*  
<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

## Session 1: Review of Goods and Services

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### *Materials*

- Chart paper and markers
- Magazines and other media
- Teacher-selected book about goods and services

### *Instructional Activities*

1. Review the meaning of *goods* and *services* from Grade One material.
  - *Goods* are things people make or use to satisfy needs and wants.
  - *Services* are activities that satisfy peoples' needs and wants.
2. Remind the students that people are both buyers and sellers of goods and services.
3. Create a class chart divided into two columns: Label one column GOODS and label the other SERVICES. Under the GOODS column, have students generate a list of items that are considered basic needs, such as food, clothing, and shelter. Students may also list wants they have. Under the SERVICES column, have students generate a list of the services from people they encounter in their everyday lives such as teachers, doctors, bus drivers, and sales people. Post the chart.
4. Divide the class into groups, and have each group make a collage of pictures from magazines and other media portraying goods and services. Have the different groups share their collage with the class.
5. Read a teacher-selected book about goods and services, and create another class chart that shows goods and services from the story.

## Session 2: Types of Resources

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### *Materials*

- Chart paper, markers, crayons
- Pictures from magazines, newspapers, and related Web sites

### *Instructional Activities*

1. Introduce the term *producer* by explaining that a producer is a person who uses resources to make goods and/or provide services.
2. Tell students that producers must make choices about what goods or services to make or produce and what resources to use when they produce the good or service.
3. Explain to students that there are three main types of resources.
  - Natural resources: Materials that come from nature
  - Human resources: People working to produce goods and services
  - Capital resources: Goods made by people and used to produce other goods and services
4. Create a chart labeled with the three types of resources, and have students list school resources and place them in the correct category. See the sample chart.

**Resources at School**

<b>Resources at school</b>	<b>Natural</b>	<b>Human</b>	<b>Capital</b>
Teacher		X	
Water	X		
Computer			X
Desk			X
Bus driver		X	
Lawnmower			X
Grassy playground	X		

5. Have students copy the chart and draw pictures to go with each of the resources at school.
6. Have students create a similar type of chart that lists the resources found in their homes.

### Session 3: How the Resources Differ from Each Other\_\_\_\_\_

#### *Materials*

- Three index cards for each student with the terms Natural, Human, and Capital written on them
- Teacher-selected book that includes examples of the three main resources (natural, human, capital)

#### *Instructional Activities*

1. Explain to students that the three main resources can be further described to show the differences between the resources.
  - Natural: Water, soil, wood, and coal
  - Human: Farmers, miners, builders, painters
  - Capital: Hammers, computers, trucks, lawn mowers, factory buildings
2. Read a teacher-selected book that includes examples of the three main resources. The following Web sites may be helpful:
  - Elementary economics lessons  
<<http://cob.jmu.edu/econed/Elementary.htm>>.
  - Sample elementary economic books and lesson plans  
<[http://www.mcps.k12.md.us/curriculum/socialstd/Econ\\_Geog.html](http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html)>.
3. Before reading a selected book, review the three main types of resources, and pass out three index cards to each student with the terms Natural, Human, and Capital written on them. Ask students to hold up the correct card as you read an example of one of the resources.
4. Read the book aloud, pausing as each resource is described, giving students time to show their card.
5. After you read the book, create a class list of identified resources. Ask students to explain why each of the resources named was either natural, human, or capital.
6. Review the three main resources:
  - Natural resources: Water, soil, wood, and coal
  - Human resources: People at work
  - Capital resources: Machines, tools, and buildings.



## Attachment A: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

1. What term describes the people who work to produce goods and services?

- A Natural Resources
- B Human Resources\*
- C Capital Resources
- D Money Resources

2. What term describes materials that come from nature?

- A Natural Resources\*
- B Human Resources
- C Capital Resources
- D Money Resources

3. What term describes goods made by people and used to produce other goods and services?

- A Natural Resources
- B Money Resources
- C Capital Resources\*
- D Human Resources

4. Which item is an example of a natural resource?

- A Water\*
- B Builder
- C Hammer
- D Teacher

5. Which item is an example of a human resource?

- A Wood
- B Computer
- C Builder\*
- D River

6. Which item is an example of a capital resource?

- A Coal
- B Truck\*
- C Painter
- D Soil

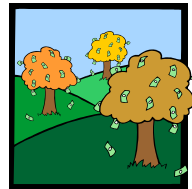
7 — 12. Label each picture as a natural, human, or capital resource.

7.



Human Resource

8.



Natural Resource

9.



Capital Resource

10.



Human Resource

11.



Capital Resource

12.



Natural Resource

## Additional Activities

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- Have students make a list of the resources they saw on their way home from school and report their findings to the class the next day.
- Have students make a class book that illustrates the three main resources with pictures and words.
- Complete a Resources-at-School chart to include places other than the classroom and playground (cafeteria, library, counselor's or nurse's office, principal's office).
- Show pictures of people performing various occupations and ask students to name the human resource and the natural and capital resources they believe each person would use in his/her occupation.
- Discuss with students why it is important to protect natural resources. Show examples or do a project to improve or protect natural resources (e.g., Virginia-related information, photographs, or activities from *Lessons from the Bay* at <http://www.pen.k12.va.us/VDOE/watershed/>).

Organizing Topic

# Acquiring Goods and Services Using Barter and Money

**Standard(s) of Learning** \_\_\_\_\_

- 2.8

The student will distinguish between the use of barter and money in the exchange for goods and services.
- 2.9

The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

**Essential Understandings, Knowledge, and Skills** \_\_\_\_\_

	<i>Correlation to Instructional Materials</i>
<b>Skills</b> <i>(to be incorporated into instruction throughout the academic year)</i>	
Make decisions based on information.	_____
Gather, classify, and interpret information.	_____
Compare and contrast different concepts.	_____
<b>Content</b>	
Understand that people are both producers and consumers.	_____
Recognize that people must make economic choices because resources are limited (scarcity).	_____
Know the following terms:	
<ul style="list-style-type: none"><li>• Scarcity: not being able to meet all wants at the same time</li></ul>	_____
<ul style="list-style-type: none"><li>• Consumer: a person who uses goods and services</li></ul>	_____
<ul style="list-style-type: none"><li>• Producer: a person who uses resources to make goods and/or provide services</li></ul>	_____
Explain that people make economic choices because resources and goods and services are limited.	_____
Understand that people acquire goods and services through barter or through the exchange of money.	_____
Know the following terms:	
<ul style="list-style-type: none"><li>• Barter: the exchange of goods and services without the use of money</li></ul>	_____
<ul style="list-style-type: none"><li>• Money: coins, paper bills, and checks used in exchange for goods and services</li></ul>	_____

## Sample Resources

---

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<[http://www.mcps.k12.md.us/curriculum/socialstd/Econ\\_Geog.html](http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html)>. This Web site offers lessons based on children's books.

"Economics Songs." *KidsEcon Posters.* <<http://www.kidseconposters.com/econsongs.html>>. This Web page features songs and posters on economics for kids.

*Foundation for Teaching Economics.* <<http://www.fte.org/>>. This Web site for students and teachers introduces young individuals to an economic way of thinking.

*Investment in Futures.* Virginia Council of Economic Education. <<http://www.vcu.edu/busweb/vcee>>. This Web site is dedicated to help students understand our economy and develop the life-long decision-making skills they need to be effective, informed citizens, consumers, savers, investors, producers, and employees.

Matusевич, Melissa. *Social Studies Curriculum Resources Poster Sets.*  
<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K-3.

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"Online Elementary Economic Lessons." *James Madison University.*  
<<http://cob.jmu.edu/econed/Elementary.htm>>. Elementary economics lessons are available at this site.

**Session 2: We Are Consumers?** \_\_\_\_\_**Materials**

- Teacher-selected book that has examples of consumers
- Chart paper

**Instructional Activities**

1. Ask students to write down some of their *wants*. Have individual students read their lists, and ask how they might get or consume these wants. Ask students if they can determine what *consume* means. Explain that to consume is to use a good or service and that a person who uses goods or services is a consumer.
2. Point out to students that we are all consumers who decide what goods and services will satisfy our wants. Ask students to draw self-portraits and label them Consumers. Post portraits on a “We Are Consumers” bulletin board.
3. Remind students that people are both *consumers* of goods and services and *buyers* of goods and services. Give them an example: Tommy loves baseball. If Tommy’s mother purchases a ball at the store for Tommy, who is the buyer and who is the consumer? Discuss that just buying something does not make one a consumer.
4. Use the following chart to have students list three goods and three services they have used in the past few days. Have students discuss the examples of the goods and services they have used.

**Goods and Services**

<b>Goods</b>	<b>Services</b>
Food	Sales clerk
Bike	Grocery store clerk
Coat	Doctor

5. Have students share their charts with each other, and post them on the bulletin board under each student’s self-portrait.
6. Refer to the “We Are Consumers” bulletin board throughout the unit.
7. Read a teacher-selected book that has examples of consumers, or consult one of the following Web sites:

- Online Lessons for Elementary Economics from James Madison University Economic Education Department  
<<http://cob.jmu.edu/econed/Elementary.htm>>
- Sample elementary economic books and lesson plans  
<[http://www.mcps.k12.md.us/curriculum/socialstd/Econ\\_Geog.html](http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html)>.

## Session 2: Who Are Producers?

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### *Materials*

- Magazines and pictures
- Materials to produce classroom product(s)
- Teacher-selected book that includes examples of producers

### *Instructional Activities*

1. Introduce the term *producer* to the students. Tell students that a producer is a person who uses resources to make goods and /or provide services.
2. Review the three main resources studied in the previous organizing topic, “Resources and Economic Choice.”
  - Natural resources: Water, soil, wood, and coal
  - Human resources: People at work
  - Capital resources: Machines, tools, and buildings
3. Show students pictures of producers. Examples may include the following: Farmers who grow crops that are sent off to stores to be sold; factory workers who produce a specific item that consumers use; or kitchen workers who produce food for consumers to eat.
4. Explain to students that producers combine natural, human, and capital resources to produce goods and services. Producers depend on consumers to use their product, and consumers depend on producers to make the goods and services they need and want.
5. Have students take on the role of the producer. Suggested activities might include an assembly line production of a classroom bookmark, poster, or card. Other ideas might include an assembly line of students to create a food product such as “trail mix.” **TEACHER NOTE:** Peanut allergies can be life threatening. Please check with the school nurse before doing this activity.
6. Talk with students about a sample product they would like to make (with the teacher’s guidance and resources). Remind students to keep in mind the available resources they have when planning the item they want to produce.
7. Plan with students the necessary steps, supplies, and resources they will need to produce their product. Make a flow chart to help students see the steps needed for the process. Classify the supplies by resource type.
8. Assign each of the students a role in the production assembly.
9. Have students complete each of their required tasks.
10. Have students discuss their part in the production process as they assemble the good or service they are creating.
11. When they complete the production of the good or service, have students write a paragraph about the process.
12. Read a teacher-selected book that includes examples of producers. The following Web sites may be helpful:
  - Online Lessons for Elementary Economics from James Madison University Economic Education Department: <<http://cob.jmu.edu/econed/Elementary.htm>>
  - Sample elementary economic books and lesson plans <[http://www.mcps.k12.md.us/curriculum/socialstd/Econ\\_Geog.html](http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html)>

### Session 3: Understanding Scarcity

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#### *Materials*

- Chart paper
- Teacher-selected book with examples of *scarcity*

#### *Instructional Activities*

1. Introduce the concept of *scarcity* by limiting the number of playground balls that the students can take out for recess one day. Explain to the students that today there is a scarcity of playground balls, and they must figure out how to work with the limited number of balls at recess.
2. Introduce the term *scarcity*, and define it as not being able to meet all wants at the same time.
3. Relate the meaning of scarcity to the classroom recess problem of not having enough playground balls for each student.
4. Have students brainstorm a list of ways to solve their problem of scarcity with the playground equipment. Post these ideas on chart paper.
5. Have the class vote on a selected solution about the scarcity of playground balls.
6. Explain to students that people must make economic choices because resources and goods and services are limited (scarcity). Further, tell students that the resources are limited but the wants are unlimited. Everyone, whether in their role as a producer or a consumer, must make choices about how to use the limited resources available.
7. Explain that producers, people who use resources to make goods and/or provide services, must decide what they will produce from the limited amount of natural, human, and capital resources that are available. The availability of those resources influences decisions about the location the producer selects for production, the quantity of the good or service to be made available for consumption, and the price of the good or service.
8. Explain that consumers, people who use goods and services, experience scarcity. Choices must be made about what to consume and how much of it to consume. Consumers must decide what to buy/use with the limited amount of money with which to get goods and services. Sometimes, a consumer may have the monetary resources to make a purchase but find the good or service is unavailable or scarce.



9. Create a class chart of student responses about a time they experienced scarcity.

### A Time We Experienced Scarcity

Student Name	Limited Resource Scarcity	Suggested Solution
Example: Linda Smith	More students want to swing than there are swings available.	Take turns. Draw straws. Do another activity.

10. Have students share their experiences with scarcity and tell the class how they solved the problem.
11. Post the chart in the classroom.
12. Read a teacher-selected book with examples of scarcity. The following Web sites may be helpful:
- Online Lessons for Elementary Economics from James Madison University Economic Education Department <<http://cob.jmu.edu/econed/Elementary.htm>>
  - Sample elementary economic books and lesson plans <[http://www.mcps.k12.md.us/curriculum/socialstd/Econ\\_Geog.html](http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html)>

## Session 4: Buying and Bartering

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### *Materials*

- Magazines and pictures
- Teacher-selected books about exchanging money for goods and services, money, bartering

### *Instructional Activities*

1. Explain to students that people can exchange their money (coins and paper money) for the goods and services they need and want. Coins and paper money are referred to as cash.
2. Have students describe times they have used cash to pay for a good or service.
3. Read a teacher-selected book about the exchange of money for goods and services.
4. Read a teacher-selected book about money. The following Web sites may be useful:
  - Online Lessons for Elementary Economics from James Madison University Economic Education Department  
<<http://cob.jmu.edu/econed/Elementary.htm>>
  - Sample elementary economic books and lesson plans  
<[http://www.mcps.k12.md.us/curriculum/socialstd/Econ\\_Geog.html](http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html)>
5. Introduce the term *barter* and give the definition as the exchange of goods and services without the use of money.
6. Ask the students if they have ever traded items with someone.
7. Explain that sometimes people trade goods and services for other goods and services. The exchange of one good or service for another is called *barter*. Sometimes students collect and trade items such as baseball cards.
8. Explain that barter is a more complicated method of trading because it involves both parties wanting what the other has to trade.
9. Have the students recall the units they studied on ancient China and Egypt and the American Indians (First Americans). Ask students to remember if they learned about bartering as a method of trade within those groups.
10. Read a teacher-selected book about bartering. The following Web sites may be helpful:
  - Online Lessons for Elementary Economics from James Madison University Economic Education Department  
<<http://cob.jmu.edu/econed/Elementary.htm>>
  - Sample elementary economic books and lesson plans  
<[http://www.mcps.k12.md.us/curriculum/socialstd/Econ\\_Geog.html](http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html)>
11. If time allows, place pictures of items in bags or envelopes. Allow students to barter/trade for pictures of items they would rather have. A variation of this activity might involve bartering with various types of food.

**Additional Activities** 

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- Have students draw self-portraits as consumers and draw beside their portrait an item they recently bought.
- Plan a classroom activity of producing service for the school or community.
- Show students pictures of people lined up to purchase scarce goods during the Great Depression, the former Soviet Union, or other countries of the world. Show pictures of Americans in cars lined up at gas stations during the “gasoline crisis” of the 1980s. Discuss the effects of scarcity on the everyday life of people in America and other countries.
- Demonstrate scarcity by having a class activity with a limited amount of food or other item (e.g., raisins, pencils, paper).
- Have the students survey relatives to gather information on reasons for settling in specific communities. Graph individual data on a class chart.

## Attachment A: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

<p><b>1. What term is used to describe the exchange of goods and services without the use of money?</b>  A Debt  B Saving  C Barter *  D Credit</p> <p><b>2. What term describes coins and paper bills used in the exchange for goods and services?</b>  A Credit  B Money *  C Debt  D Barter</p> <p><b>3. Peggy and Bev want to go ice-skating. If they clean out the garage, their mother will accept their chores as payment for the ice-skating. What is this type of exchange called?</b>  A Money  B Credit  C Coins  D Barter *</p> <p><b>4. Mike used all of his coins in his piggy bank to buy a toy. What is this type of exchange called?</b>  A Money *  B Credit  C Coins  D Barter</p> <p><b>5. Not being able to meet all wants at the same time is known as _____</b>  A money.  B scarcity *  C barter  D credit</p> <p><b>6. What term describes a person who uses goods and services?</b>  A Scarcity  B Human Resource  C Consumer *  D Savings</p>	<p><b>7. What term describes a person who uses resources to make other goods and or provide services?</b>  A Cost  B Barter  C Scarcity  D Producer*</p> <p><b>8. A worker in a factory that builds chairs is called a _____</b>  A consumer  B producer *  C banker  D farmer</p> <p><b>9. A person who shops at the clothing store is called a _____</b>  A consumer *  B natural resource  C capital resource  D producer</p> <p><b>10. At recess, the class has three playground balls for 21 students. This is an example of _____</b>  A barter  B money.  C scarcity *  D resource</p> <p><b>11. When a person visits the dentist for a check up, the dentist is _____</b>  A producing a good  B providing a service *  C displaying scarcity  D using barter</p> <p><b>12. The students made popcorn to sell at the fair. The popcorn is a _____</b>  A service  B scarcity  C barter  D good *</p>
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Organizing Topic

Responsibilities of Citizenship

Standard(s) of Learning

- 2.10 The student will explain the responsibilities of a good citizen, with emphasis on
  - a) respecting and protecting the rights and property of others;
  - b) taking part in the voting process when making classroom decisions;
  - c) describing actions that can improve the school and community;
  - d) demonstrating self-discipline and self-reliance;
  - e) practicing honesty and trustworthiness.
- 2.12 The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
<b>Skills</b> <i>(to be incorporated into instruction throughout the academic year)</i>	
Participate in groups and democratic society.	
Make decisions.	
Compare and contrast differing sets of ideas.	
Make generalizations of data.	
Gather and classify information.	
<b>Content</b>	
Know that a good citizen has a variety of responsibilities that include the following:	
<ul style="list-style-type: none"><li>Respecting and protecting the rights and property of others</li><li>Taking part in the voting process when making classroom decisions</li><li>Describing actions that can improve the school and community</li><li>Demonstrating self-discipline and self-reliance</li><li>Practicing honesty and trustworthiness</li></ul>	
Understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions who contribute to their community by practicing the responsibilities of good citizens.	
Understand that Americans are a people of diverse ethnic origins, customs and traditions who are united as Americans by common principles and traditions.	
Understand that people living in the United States who have diverse ethnic origins, customs, and traditions participate in and contribute to their communities.	
Understand that people contribute to their community by practicing the responsibilities of being good citizens.	

Understand while people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.

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Understand that people share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“American Independence Day: Fourth of July Theme.” *A to Z Teacher Stuff Network*.

<<http://www.atozteacherstuff.com/themes/july4th.shtml>>. This Web page offers arts and crafts, activities and ideas, WebQuests, songs and poems, and resource sites about Independence Day (Fourth of July).

*Ben’s Guide to U.S. Government for Kids: K–2*. <<http://bensguide.gpo.gov/k-2/index.html>>. This is a Web site on U.S. government for kids with resources.

*Center for Civic Education*. <<http://www.civiced.org>>. The mission of the Center for Civic Education is to promote an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries.

*Civnet: A website of Civitas International*. <<http://www.civnet.org/>>. This Web site is an online resource and service for civic education practitioners (teachers, teacher trainers, curriculum designers). For Citizen’s Rights and Responsibilities: click on the resources section to find lesson plans and ideas.

*The Flag of the United States*. <<http://www.usflag.org/toc.html>>. This Web site features information about the American flag.

“Graphic Organizers.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Lily’s Purple Plastic Purse: Kids Corner.” *Imagination Celebration: The Kennedy Center*. The John F. Kennedy Center for the Performing Arts. <<http://www.kennedy-center.org/programs/family/lilly/kids.html>>. This Web page leads to a unit about classroom rules.

*Proteacher*. <<http://www.proteacher.com/090035.shtml>>. This Web site offers lessons on citizenship.

*The Story of the Pledge of Allegiance*. <<http://www.flagday.org/Pages/StoryofPledge.html>>. This Web site provides a history of the Pledge of Allegiance.

“Teaching Citizenship’s Five Themes.” *Education World*. Education World, Inc.

<[http://www.education-world.com/a\\_curr/curr008.shtml](http://www.education-world.com/a_curr/curr008.shtml)>. This Web page features activities from the editors of *Weekly Reader* that can help develop K–6 students’ understanding of the five citizenship themes—honesty, compassion, respect, responsibility, and courage.

## Session 1: The Responsibilities of a Good Citizen

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### *Materials*

- Teacher-selected book on good citizenship

### *Instructional Activities*

1. Pose the following questions to the class:
  - What is a *citizen*?
  - What is a *responsibility*?
2. Brainstorm with students to develop a list of the responsibilities of a good citizen. Include the following:
  - Respect and protect the rights and property of others
  - Take part in the voting process when making classroom decisions
  - Describe actions that can improve the school and community
  - Demonstrate self-discipline and self-reliance
  - Practice honesty and trustworthiness
3. Read a teacher-selected book on good citizenship. Discuss how the character(s) exemplified the traits of a good citizen.
4. Have each student write about or illustrate one of the responsibilities of a good citizen.
5. Encourage students to share their writing and illustrations and talk about ways these responsibilities might help their school and community.
6. Publish student writing and illustrations into a class book.
7. Use the list of responsibilities of a good citizen to guide the students in creating a list of classroom rules. Discuss each rule, and identify the need for the rule (to protect rights, to practice good behavior, or to practice safety). State rules in positive language.
8. Post the class rules in a central location.
9. Reference the following Web site for additional information:
  - Teaching Citizenship's Five Themes <[http://www.education-world.com/a\\_curr/curr008.shtml](http://www.education-world.com/a_curr/curr008.shtml)>



**Session 2: Actions That Can Improve the School and Community**\_\_\_\_\_***Materials***

- Teacher-selected book or video on improving the school and/or community
- Student pledge form

***Instructional Activities***

1. Read a teacher-selected book, or show a video that focuses on helping the school and the community.
2. Assign students to small groups, and have them describe ways the characters in the book/video made a difference in the school and the community.
3. Help students create a T-Chart to show the actions in the story that resulted in school and community improvements. For additional information on the use of graphic organizers, see the following Web site:  
<<http://www.eduplace.com/graphicorganizer/>>

**T-Chart**

<b>Actions</b>	<b>Benefits</b>
Plant flowers	School garden

4. Ask students to write in their journals about ways they might improve their school and community.
5. Have each student choose one way he/she can improve the school or community and fill out a pledge to complete the project.

### Session 3: Taking Part in the Voting Process

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#### *Materials*

- Voting “ballots”
- Teacher-developed evaluation form for Classroom Citizen of the Week

#### *Instructional Activities*

1. Discuss the following questions:
  - What is *voting*?
  - What are some things people vote for?
  - Why is the voting process important?
2. Tell the students that the class will vote for the Classroom Citizen of the Week for the following week. Review the responsibilities of a good citizen before beginning the classroom voting process. Remind students to think of a student who has demonstrated these responsibilities.
4. Hold an election for students to vote for the Classroom Citizen of the Week. Tally the votes, and announce who is the Classroom Citizen of the Week for the following week. This can be repeated throughout the year, striving to have each child become Classroom Citizen of the Week.
5. After each student’s turn at being Classroom Citizen of the Week, have other students complete an evaluation form. Compile the forms, and give them to the citizen of the week.

## Session 4: The Diversity of People in the United States

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### *Materials*

- Teacher-selected book about immigrants coming to America
- Globe or world map
- Ingredients to make “trail mix,” mixing bowl, mixing spoons, paper towels

### *Instructional Activities*

1. Ask students if there is “one kind” of person who is an American citizen. Lead into a discussion that the United States is a land of people with diverse ethnic origins, customs, and traditions who contribute to their community by practicing the responsibilities of good citizenship.
2. Using a map of the United States, tell the students that a long, long time ago only a few people lived in America. Ask: “How do you think other people got here?” Write the students’ ideas on the board, and review it when they are finished.
3. Tell students that thousands of years ago the ancestors of American Indians (First Americans) came from Asia, across a land bridge into what is now known as Alaska. Show the movement with your finger or a pointer. What are *ancestors*? (An ancestor is a relative from long ago, like your great-great grandma.) The ancestors of the American Indians (First Americans) traveled and settled in both North and South America. Point out both continents. Continue with the following information and activities:
  - Later, people came from Europe to America. Point to Europe, and move your finger across the Atlantic Ocean to North America.
  - Some people traveled from Africa. Show movement from Africa to North America across the Atlantic Ocean.
  - Later more and more people came. They landed in New York, Boston, and Philadelphia. Point to each city.
  - Later people moved west and settled. Show movement across the United States from east to west.
  - People started coming from China. Point to China, and trace the path they may have taken across the Pacific Ocean to San Francisco.
4. Read a teacher-selected book about immigrants coming to America. Discuss reasons people might come to America. While reading, pause for understanding of the following concepts:
  - Immigrants are people who come to a new land to make their home.
  - The “melting pot” is created when immigrants of many backgrounds and cultures blend together to make our country.
5. Explain that America is called a melting pot because all of these people from different countries and cultures have come here to live as Americans.
6. Ask students if they have ever eaten “trail mix”? Ask them what happens when you put cereal, pretzels, small crackers, and dried fruit in the bowl together? The individual items all mix together to become “trail mix.” If the resources are available, make “trail mix.” TEACHER NOTE: Peanut allergies can be life threatening. Before adding peanuts to the “trail mix,” please check with the school nurse.
7. Emphasize the “melting pot” idea when all the individual ingredients are mixed together. Show students the new mixture. Talk about how the trail mix is like the different groups of people making the trail mix taste better with a variety of ingredients. The mix takes on a new shape and a new flavor. By themselves, the pretzels taste the same. When you add all the other ingredients, the taste of the trail mix is more flavorful. The trail mix is like a community where all kinds of people come together.

8. Review the teacher-selected book, and ask students to elaborate on reasons immigrants came to America.
9. Explain to the class that the people wanted freedom. Many of the immigrants couldn't go to the church they wanted to. Their government said they all had to go to the same church. They wanted the freedom to be able to say what they wanted to say. Some of the immigrants came from countries where you could not talk against the government, where you couldn't have an opinion. They wanted freedom.
10. Discuss what happened to the freedoms of American Indians (First Americans) when immigrants claimed their freedoms.
11. Tell students you would like them to ask a parent, aunt, uncle, grandparent or any adult relative to share stories about their ancestry.
12. Have students explore their own ancestry with the help of their family members. Follow up with a class discussion of their findings.
13. Allow the students, with teacher's guidance, to mark the locations of their ancestors on the map using pushpins. Mark the location of your ancestors on the map to share with students.
14. Allow time for everyone to review the map. If there is not a great deal of variety in the locations of homelands, discuss possible reasons why so many of one nationality settled in the same area. (They may have missed their homeland. They may have wanted to maintain their culture. It may have made being in a foreign land easier when they were with people from the same area.)
15. Have students draw a family portrait and share it with the class.
16. Help students make a class quilt or mural with their family portraits.

## Session 5: United as Americans by Common Principles and Traditions

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### Materials

- Teacher-selected book to the students about Independence Day (Fourth of July)
- Activity sheet handouts (Attachments A, C, and E) (1 each per student)

### Instructional Activities

1. Review that the United States is a land of people who have diverse ethnic origins, customs, and traditions and who contribute to their community by practicing the responsibilities of being good citizens.
2. Help students understand that Americans are a people of diverse ethnic origins, customs and traditions who are united as Americans by common principles and traditions. Point out that this is also true for people in the community.
3. Review the common principles and traditions that unite people in our communities, such as celebrating Independence Day (Fourth of July) and pledging allegiance to the American flag.
4. Show students pictures of Independence Day (Fourth of July) celebrations as a means of reviewing America's birthday. See the following Web site to locate Arts and Crafts, Activities and Ideas, WebQuests, Songs and Poems, and Resource Sites about Independence Day (Fourth of July):  
<<http://www.atozteacherstuff.com/themes/july4th.shtml>>
5. Review the class birthday chart, and allow students to tell ways in which they celebrate their birthdays. While reviewing each month, remind the July birthday students that they share their month with another special birthday. Independence Day (Fourth of July) is the day that we celebrate the birth of our country. The events surrounding our country's separation from England ending with the Declaration of Independence all contributed to the celebration of Independence Day (Fourth of July).
6. Read a teacher-selected book to the students about Independence Day (Fourth of July). Have students talk about ways they celebrate Independence Day (Fourth of July) with their families.
7. Display the American flag. Discuss that the flag is a symbol of the United States of America. When people see this flag, they know it represents America. Ask how we show respect for this symbol. Discuss the Pledge of Allegiance. Information about the flag of the United States is located at the following Web site:  
<<http://www.usflag.org/toc.html>>
8. Recite the Pledge of Allegiance, pointing to the words on the chart. Remind students that this is a *tradition*. Review the definition of *tradition* (a custom or belief that happens over a long period of time). To find a history of the Pledge of Allegiance, see the following Web site:  
<<http://www.flagday.org/Pages/StoryofPledge.html>>
9. Review the following from Grade One:
  - A pledge is a promise.
  - *Allegiance* means loyalty.
  - The word *republic* means a country with elected leaders.
  - The word *nation* means one country.
  - *Indivisible* means we cannot be divided.
  - *Liberty* means freedom.
10. Have students draw pictures to represent some of the common principles and traditions that unite Americans and complete the activity sheet Understanding Common Principles and Traditions (Attachment E).

11. Have students complete The Principles and Traditions that Unite People as Americans activity sheet (Attachment A).
12. Have students complete the People of Diverse Ethnic Origins, Customs, and Traditions Are United as Americans activity sheet (Attachment C).

## Additional Activities

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- Read a teacher-selected book about improving the community. Have students discuss ways they have helped improve their own neighborhood or community (e.g., projects through the Scouts, YMCA, neighborhood groups).
- Throughout the year, as decisions need to be made regarding the class, have the students generate ideas or solutions and then vote on them.
- Involve students in activities that encourage them to help others in their school and community (e.g., collecting canned goods during the holidays, helping to keep the playground clean).
- List different non-religious holiday celebrations. Discuss the ethnic/cultural origin of each.
- Host a multicultural fair that reflects the various ethnic backgrounds represented in the community.

**Attachment A: Principles and Traditions That Unite People as Americans**\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:**

List some principles and traditions that unite people as Americans.

1. \_\_\_\_\_

2. \_\_\_\_\_



**Attachment B: Answer Key for Principles and Traditions That Unite People as Americans**

1. Pledge allegiance to the flag

2. Celebrate Independence Day (Fourth of July)

**Attachment C: People of Diverse Ethnic Origins, Customs, and Traditions Are United as Americans** \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

The United States is a land of people who have diverse ethnic origins, customs, and traditions.

- People living in the United States contribute to their communities by practicing the responsibilities of being good citizens.
- People share the principles of respecting and protecting the rights and property of others.
- People participate in school and community activities.
- People demonstrate self-discipline and self-reliance.
- People practice honesty and trustworthiness.
- People are united as Americans by celebrating Independence Day (Fourth of July) and pledging allegiance to the flag.

What are two ways you are united with others as Americans in your community?

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**Attachment D: Answer Key for People of Diverse Ethnic Origins, Customs, and Traditions Are United as Americans**

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1. I pledge allegiance to the American flag.
  
2. My family celebrates Independence Day (Fourth of July).

**Attachment E: Understanding Common Principles and Traditions** \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Describe what each of these common principles means to you.

1. Respecting the rights and properties of others

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2. Participating in school and community activities

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3. Demonstrating self-discipline and self-reliance

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4. Practicing honesty and trustworthiness

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**Attachment F: Answer Key for Understanding Common Principles and Traditions \_\_\_\_\_**

Here are some possible answers.

1. Respecting the rights and properties of others

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I only borrow items from friends who give me permission to borrow their items.

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2. Participating in school and community activities

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I like to be part of the safety patrol at school.

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3. Demonstrating self-discipline and self-reliance

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I follow the rules at school.

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4. Practicing honesty and trustworthiness

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I return lost items.

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Organizing Topic

Famous Americans and Their Contributions

Standard(s) of Learning

2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
<b>Skills</b> <i>(to be incorporated into instruction throughout the academic year)</i>	
Collect, organize, and record information.	
Gather, classify, and interpret information.	
Compare and contrast different personalities and behaviors.	
Explain cause and effect relationships.	
<b>Content</b>	
Understand that individuals in the past have worked successfully to improve the lives of other Americans in the United States.	
Identify these selected Americans and their contributions toward improving the lives of other Americans:	
• George Washington: He led the fight for freedom from England and helped establish a new country.	
• Abraham Lincoln: He was the President of the United States who helped free African American slaves.	
• Susan B. Anthony: She led the struggle to give women equal rights, including the right to vote.	
• Helen Keller: She overcame disabilities and worked to help others who were blind and/or deaf.	
• Jackie Robinson: He was the first African American player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans.	
• Martin Luther King: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches.	

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Abraham Lincoln.* <<http://www.siec.k12.in.us/~west/proj/lincoln/>>. This Web site provides facts about Abraham Lincoln.

“Abraham Lincoln.” *EnchantedLearning.com*.

<<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>>. This Web page features timelines, activities, crafts, and coloring printouts about Abraham Lincoln.

“Abraham Lincoln.” *Famous Americans*. Anne Pemberton.

<<http://www.educationalsynthesis.org/famamer/Lincoln.html>>. This Web page features information about Abraham Lincoln.

“Biographies for K–3: Virginia SOLs.” *King’s Park Elementary*.

<<http://www.fcps.k12.va.us/KingsParkES/technology/bios/index.htm>>. This Web page features biographies of famous Americans.

“Civil Rights.” *The Kids Report*. University of Wisconsin-Madison Libraries.

<<http://www.madison.k12.wi.us/tnl/detectives/kids/KIDS-000314.html>>. The KIDS Report is a biweekly publication produced by K–12 students as a resource to other K–12 students.

*Famous American Women*. Swarthmore College Peace Collection.

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## Session 1: Contributions of George Washington\_\_\_\_\_

### Materials

- Book about/pictures of George Washington
- Paper and art supplies

### Instructional Activities

1. Show students pictures of George Washington. Ask students what they know about him. Write their responses on a KWL chart about George Washington under “What We Know.” The following graphic organizer Web sites may be helpful:

- <<http://www.eduplace.com/graphicorganizer/>>
- <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>.

KWL Chart for George Washington		
What We Know	What We Want to Know	What We Learned

2. Review the Essential Knowledge students covered in kindergarten about George Washington.
  - He was the first president of the United States and often called the “Father of Our Country.”
3. Ask students what they would like to learn about George Washington, and write their questions under the “What We Want to Know” section of the KWL chart.
4. Read a book to students about George Washington. Discuss any new information from the book, and add this information to the KWL chart under What We Learned. Have a class discussion about Washington's lifestyle, including topics such as style of clothing, methods of transportation, types of foods, occupations, and homes.
5. Add the following information on the KWL chart if it is not already listed:
  - George Washington was born in Virginia.
  - He was a farmer.
  - He became a brave leader of soldiers.
  - He was the first President of the United States.
  - He is known as the “Father of Our Country.”
6. Underscore that George Washington was an important person in our country’s history and made many contributions to America. Ask students if they know ways in which people honor and remember George Washington. Write the student responses on a chart. The following Web sites may be helpful:
  - Timelines, activities, crafts, and coloring printouts about George Washington  
<<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>
  - Famous Americans by Anne Pemberton features George Washington  
<<http://www.educationalsynthesis.org/famamer/Washington.html>>
  - A brief biography of George Washington from the White House Web site  
<<http://www.whitehouse.gov/history/presidents/gw1.html>>
7. Complete the “What We Learned” section of the KWL chart with students.

## Session 2: Contributions of Abraham Lincoln

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### *Materials*

- Book about/pictures of Abraham Lincoln
- Paper and art supplies
- Pennies

### *Instructional Activities*

1. Show students pictures of Abraham Lincoln. Ask students what they know about him. Write their responses on a KWL chart about Abraham Lincoln under “What We Know.” The following graphic organizer Web sites may be helpful:
  - <<http://www.eduplace.com/graphicorganizer/>>
  - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
2. Ask students what they would like to learn about Abraham Lincoln, and write their responses under the “What We Want to Know” section of the KWL chart.
3. Read a book to students about Abraham Lincoln, and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about Abraham Lincoln. The following Web sites may be helpful:
  - <<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>>
  - <<http://www.educationalsynthesis.org/famamer/Lincoln.html>>
  - <<http://www.siec.k12.in.us/~west/proj/lincoln/>>
4. Complete the KWL chart with students on “What We Learned.” Be sure to include the following:
  - Abraham Lincoln was born in a log cabin.
  - Abraham Lincoln taught himself how to read.
  - Abraham Lincoln became a United States President.
  - Abraham Lincoln was known as “Honest Abe.”
5. Help students create a timeline of Abraham Lincoln’s life. Guide students in using a variety of resources to research and chronologically list the major events in Lincoln’s life. Have students work in pairs and draw pictures of the major events they listed. Ask students to write a descriptive caption under each picture. Post the completed pictures in chronological order to create the timeline.
6. Divide students into small groups to inspect pennies. Have students do rubbings of Abraham Lincoln’s picture on the front of the penny and the Lincoln Memorial on the back of the penny.
7. Help students make a class chart that compares Abraham Lincoln and George Washington. Include places they lived, their education, jobs, family, problems our country faced during their era, and ways we honor the two presidents.
8. Use resource materials/Web sites/videos to share additional information about Abraham Lincoln with students.
9. Complete the “What We Learned” section of the KWL chart with students.

### Session 3: Contributions of Susan B. Anthony

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#### *Materials*

- Teacher-selected book about Susan B. Anthony
- Picture or poster of Susan B. Anthony

#### *Instructional Activities*

1. Show students a picture or poster of Susan B. Anthony. Ask students what they already know about her. Write their responses on a KWL chart about Susan B. Anthony. The following Web sites may be helpful:
  - A collection of graphic organizers to be used in the unit <<http://www.eduplace.com/graphicorganizer/>>
  - Graphic Organizers <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
2. Ask the students what they would like to learn about Susan B. Anthony, and post their responses under the “What We Want to Know” section of the KWL chart.
3. Read a teacher-selected book about Susan B. Anthony, and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about Susan B. Anthony.
4. Add information with students to the KWL chart on “What We Learned.” Be sure to include the following:
  - Susan B. Anthony led the struggle to give women equal rights.
  - Susan B. Anthony worked to give women the right to vote.
5. Help students research additional information about Susan B. Anthony, using resource materials/Web sites/videos.
6. Complete the “What We Learned” section of the KWL chart with students.

## Session 4: Contributions of Helen Keller

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### *Materials*

- Teacher-selected book about Helen Keller
- Picture or poster of Helen Keller
- Sample sheets of Braille
- Copy of Braille alphabet

### *Instructional Activities*

1. Show students a picture or poster of Helen Keller. Ask students what they already know about her. Write their responses on a KWL chart about Helen Keller. The following Web sites may be helpful:
  - A collection of graphic organizers to be used in the unit <<http://www.eduplace.com/graphicorganizer/>>
  - Graphic Organizers <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
2. Ask students what they would like to learn about Helen Keller, and post their responses under the “What We Want to Know” section of the KWL chart.
3. Read a teacher-selected book about Helen Keller, and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about Helen Keller. The following Web site may be helpful:
  - <<http://www.afb.org/braillebug/hkmuseum.asp>>
4. Add information with students to the KWL chart on “What We Learned.” Be sure to include the following:
  - Helen Keller overcame disabilities.
  - Helen Keller worked to help others who were blind and/or deaf.
5. Help students research additional information about Helen Keller using resource materials/Web sites/videos.
6. Discuss the quote by Helen Keller, “What a strange life I lead—a kind of Cinderella life—half-glitter in crystal shoes, half mice and cinders!” Ask students why they think Helen Keller made this statement.
7. Introduce sample sheets of Braille for the students to feel, and have them write their names using a Braille alphabet.
8. Complete the “What We Learned” section of the KWL chart with students.

## Session 5: Contributions of Jackie Robinson

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### *Materials*

- Teacher-selected book about Jackie Robinson

### *Instructional Activities*

1. Show students a picture or poster of Jackie Robinson. Ask students what they already know about him. Write their responses on a KWL chart about Jackie Robinson. The following Web sites may be helpful:
  - A collection of graphic organizers to be used in the unit <<http://www.eduplace.com/graphicorganizer/>>
  - Graphic Organizers <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
2. Ask the students what they would like to learn about Jackie Robinson, and post their responses under the “What We Want to Know” section of the KWL chart.
3. Read a teacher-selected book about Jackie Robinson, and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about Jackie Robinson.
4. Add information with students to the KWL chart on “What We Learned.” Be sure to include the following:
  - Jackie Robinson was the first African American player in major league baseball.
  - Jackie Robinson’s actions helped to bring about other opportunities for African Americans.
5. Help students research additional information about Jackie Robinson using resource materials/Web sites/videos.
6. Discuss the quote by Jackie Robinson, “I never had it easy.” Ask the students why they think Jackie Robinson made this statement.
7. Complete the “What We Learned” section of the KWL chart with students.

**Session 6: Contributions of Martin Luther King, Jr.**\_\_\_\_\_***Materials***

- Picture or poster of Martin Luther King, Jr.
- Teacher-selected book about Martin Luther King, Jr.

***Instructional Activities***

1. Show students a picture or poster of Martin Luther King, Jr. Ask students what they already know about him. Write their responses on a KWL chart about Martin Luther King, Jr. The following Web sites may be helpful:
  - A collection of graphic organizers to be used in the unit <<http://www.eduplace.com/graphicorganizer/>>
  - Graphic Organizers <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
2. Ask students what they would like to learn about Martin Luther King, Jr., and post their responses under the “What We Want to Know” section of the KWL chart.
3. Read a teacher-selected book about Martin Luther King, Jr., and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about Martin Luther King, Jr.
4. Add information with students to the KWL chart on “What We Learned.” Be sure to include the following:
  - Martin Luther King, Jr. was an African American minister who worked so that all people would be treated fairly.
  - Martin Luther King, Jr. led peaceful marches and gave speeches.
5. Help students research additional information about Martin Luther King, Jr., using resource materials/Web sites/videos.
6. Lead a classroom discussion about the quote by Martin Luther King, Jr., “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”
7. Complete the “What We Learned” section of the KWL chart with students.

**Session 7: Review**

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***Materials***

- Index cards
- Masking tape

***Instructional Activities***

1. Review previous sessions.
2. Play “Guess My Name.” Tape onto each student’s back an index card with the name of a famous American written on it. The other students will try to identify who they are by asking questions that can be answered with a “yes” or “no.” No more than two questions at a time can be asked of any one person, and no more than 20 questions may be asked altogether. The winner is the person who guesses correctly.
3. Make a flip book of famous Americans with student-researched information and student-drawn pictures.

<b>Famous Americans</b>
George Washington
Abraham Lincoln
Susan B. Anthony
Helen Keller
Jackie Robinson
Martin Luther King, Jr.

Attachment A: Sample Assessment Items

Asterisk (\*) indicates correct answer.

- 1. Who was the President of the United States who helped free African American slaves in the South?  
A Benjamin Franklin  
B George Washington  
C Martin Luther King, Jr.  
D Abraham Lincoln\*
- 2. Who led the struggle to give women equal rights, including the right to vote?  
A Betsy Ross  
B Susan B. Anthony\*  
C Martin Luther King, Jr.  
D George Washington Carver
- 3. Who was the African American minister who worked so that all people would be treated fairly?  
A Susan B. Anthony  
B George Washington Carver  
C Helen Keller  
D Martin Luther King, Jr.\*
- 4. Who led the fight for freedom from England and helped establish a new country?  
A Benjamin Franklin\*  
B George Washington  
C Martin Luther King, Jr.  
D Abraham Lincoln
- 5. Who was the first African American player in major league baseball?  
A Martin Luther King, Jr.  
B George Washington Carver  
C Jackie Robinson\*  
D Abraham Lincoln
- 6. Who overcame disabilities and worked to help others who were blind and deaf?  
A Helen Keller\*  
B Susan B. Anthony  
C Jackie Robinson  
D Martin Luther King, Jr.

7 — 12. Have the students fold a piece of paper into 6 squares. Have the students write one of the following names in each box: George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. Have the student write one fact in each box about that famous American.

George Washington	Abraham Lincoln	Susan B. Anthony
Helen Keller	Jackie Robinson	Martin Luther King, Jr.



## Additional Activities

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- Provide students with additional background information about famous Americans by reading teacher-selected books about each.
- Have each student construct, write, and illustrate a Famous American booklet.
- Have students research a famous American other than the ones studied in these sessions. Ask them to prepare a poster that contains a picture of the person, a timeline for the person's life, and a list of the person's most important contributions to American life. Have a Famous American Day as a culmination of the organizing topic. Display all the posters around the room. Have each student explain his/her poster to the class.
- Have students construct a timeline of the life of each famous American studied in this organizing topic. Put the timelines together chronologically to help students see the overlap of the various lives and also to help them see the expanse of time from the earliest birth to the most recent death. Discuss the timeline together.